DOCUMENT RESUME

ED 234 138 AA 001 118

Resources in Education (RIE). Volume 19, Number 2.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

DOCUMENT RESUME

ED 234 152 CE 036 773

Residential Construction. Competencies for Articulation.
Lincoln Public Schools, Nebr.; Nebraska Educational Service Unit 6, Milford.; Southeast Community Coll., Lincoln, Nebr.
SPONS. AGENCY- Nebraska State Advisory Council for Vocational Education, Lincoln.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Articulation (Education); Behavioral Objectives; *Building Trades; *Competence; Competency Based Education; Construction (Process); *Evaluation Criteria; High Schools; Job Skills; Occupational Information; *Performance Factors; Student Evaluation; Student Records; Test Items; Two Year Colleges; Vocational Education
IDENTIFIERS- Lincoln Public Schools NE; *Residential Construction

Developed by high school teachers and junior college instructors in cooperation with representatives of business and industry, these materials are designed to help students move from class to class, from secondary to postsecondary education, and from school to employment. The materials consist of student outcomes; competencies for job or advanced placement; enabling tasks; a glossary; and sample records. Each competency is made up of a task (what the student must do to demonstrate an ability to do the job), conditions and limitations (a description of the circumstances under which the student will demonstrate the skill), and criteria of acceptable performance. The teacher key provides the correct answers to evaluations of these criteria. Competencies cover the following topics: blueprints, estimating, concrete slabs, concrete blocks and bricks, electrical systems, electrical material, plumbing systems, pipes, wallboard, shingles and flashings, wall paneling, paint and varnish, and installation of flooring, carpet, and ceramic tile. The enabling tasks are the activities necessary for developing a job skill; completion of all enabling tasks for a competency leads to achievement of that competency. Two record forms, one for charting competencies of all students in a class and the other an individual student record, complete the materials. (KC)

DOCUMENT RESUME

ED 234 166 CE 036 828

Todd, Amelia B.

Electricity Test Construction Project with Forms A, B, and C .

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Achievement Tests; *Electricity; Multiple Choice Tests; *Objective Tests; Secondary Education; *Test Construction; Test Reliability; Test Theory; *Trade and Industrial Education

IDENTIFIERS- South Carolina

An achievement test for the secondary school vocational electricity programs in South Carolina was constructed by a research coordinating unit (RCU) project. A trade and industrial supervisor and consultant, three electricity instructors, and four industry representatives comprised an advisory committee that participated in its development. Three test forms were prepared and field tested in 27 Electricity I (340 students) and 27 Electricity II (242 students) classrooms. Test analysis findings indicated sufficiently high reliability indices to justify test use in classrooms. Twenty-seven items were tagged as needing further examination to determine whether they should be revised or eliminated from the item bank. In addition to a two-page report, the three test forms are provided. Form A contains 96 items; form B has 102 items; and form C has 96 items. These types of test items are included in the test forms: matching, true-false (statements with accompanying conditions), and multiple choice. (YLB)

DOCUMENT RESUME

ED 234 180 CE 036 883

Rubin, Murray
Federal-State Relations in Unemployment Insurance. A Balance of Power.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-012-0
PUB DATE- 83
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007 ($11.95--paper; $18.95--hardcover, ISBN 0-88099-013-9).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Court Litigation; Employment Problems; Federal Courts; Federal Government; Federal Legislation; Federal Programs; Federal Regulation; *Federal State Relationship; Financial Support; *Futures (of Society); Governmental Structure; *Government Role; Institutional Cooperation; Job Layoff; Laws; Legislation; Public Policy; State Action; *State Federal Aid; State Government; State Legislation; State Standards; *Unemployment; *Unemployment Insurance

For nearly 50 years, the unemployment insurance program has functioned as a unique and largely successful intergovernmental effort. From its inception, federal and state governments have each had principal jurisdiction over particular aspects of the program and both have shared responsibilities for others. The distribution of authority and responsibilities has provided a balance of power that accounts for the vitality of the program and its responsiveness to new problems over the years. Recent economic developments and political shifts, however, are producing an increasing federal dominance and a departure from long-standing program goals. If the unemployment insurance program is to continue to succeed, it requires a return to the traditional federal-state balance of power. This book discusses first the original reasoning for the federal-state distribution of responsibilities and the provisions originally adopted to implement the system. It next describes later federal standards and their impact on the balance of power. The administration of the federal laws is explored as well as the process of resolving conflicts. Finally, an assessment is analyzed on the value of the balance to the system and the prospects for its preservation. Recommendations are then made concerning how the balance of power can be reformulated. (KC)

DOCUMENT RESUME

ED 234 193　　　　　　　　　　　　CE 036 910

Determination of Appropriate Content for a Clothing and Textiles Specialized Course. Final Report.
Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Clothing Instruction; Content Analysis; *Course Content; Curriculum Development; *Educational Needs; Needs Assessment; *Occupational Home Economics; Parent Attitudes; Program Content; Questionnaires; Secondary Education; State Surveys; Student Attitudes; Teacher Attitudes; *Textiles Instruction
IDENTIFIERS- Texas

A study was undertaken to obtain and analyze input from consumer and homemaking education teachers, students, and parents regarding desired content for a clothing and textiles semester course. Of the 1,200 questionnaires mailed to parents, teachers, and students throughout Texas, 327 were returned. Of these, 178 were teacher questionnaires, 84 were student questionnaires, and 65 were parent questionnaires. Approximately one-third of the parents and students and one-fifth of the females felt that construction of simple garments should be included in the course. While almost one-third of the teachers indicated that advanced clothing construction should be included in the course, less than 10 percent of the students and 15 percent of the parents felt the same way. Topics that might be included in a clothing and textiles semester course were ranked by all these groups in somewhat the following order: wardrobe planning, clothing selection, clothing construction, buying clothing, clothing care, clothing alterations, sewing tools and equipment, the effects of clothing on individuals, clothing design, textiles, family clothing, influences on fashion, and clothing and textiles careers. Significant differences between groups did exist, however, for the mean importance of scores on 36 of the 66 specific topics. (The survey instruments are appended.) (MN)

DOCUMENT RESUME

ED 234 207   CE 036 940

Lopez-Cox, Guadalupe
Clerical/Secretarial Course. Bilingual Vocational Instructional Materials.
Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; *Clerical Occupations; Clerical Workers; Course Content; Course Descriptions; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Instructional Films; Job Skills; *Lesson Plans; Office Occupations Education; Postsecondary Education; Secondary Education; Second Language Instruction; Secretaries; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

This clerical/secretarial course, one of a series of bilingual English-Spanish vocational education courses, is designed to prepare students for entry-level employment in a secretarial field. It is geared to teach the student office skills and the qualities that will be expected of him/her in the area of secretarial work. The course covers office occupations, accounting procedures, communications, clerical/secretarial skills, office machines, and personal development, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for secretaries and clerical workers as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

DOCUMENT RESUME

ED 234 221 CE 036 967

Industrial Arts Electricity/Electronics. A Curriculum Guide for Intermediate and Secondary Level Programs. Revised Edition.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65201 (Catalog No. IA-6-I, $3.85).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Appliance Repair; Behavioral Objectives; Career Awareness; Electrical Appliances; *Electrical Occupations; Electric Circuits; *Electricity; *Electromechanical Technology; *Electronics; Equipment Maintenance; Glossaries; Guidelines; *Industrial Arts; Intermediate Grades; Resources; Secondary Education; Self Concept; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This curriculum guide is designed to assist administrators and teachers of industrial arts and vocational and technical school programs with the development of a meaningful curriculum in the area of electricity and electronics. Included in the volume are curriculum guides for the following courses: Self- and Career Awareness of Electricity and Electronics, a course designed to expose elementary grade students to a variety of careers in the electrical and electronics fields; Exploring Electricity-Electronics, a course intended for use as an introduction for junior high school students; Basic Electricity-Electronics, a course that is geared toward students with a definite desire to learn the basics of components and circuits; Basic Applications of Electricity-Electronics, a course that deals with the servicing of consumer electronic devices; and Specialized Applications of Electricity-Electronics, an individualized curriculum for use with students who have special needs or interests. A 225-item bibliography concludes the guide. Appended to the guide are lists of publisher addresses, audiovisual

producer and distributor addresses, film directories, electronics suppliers, teaching systems, and suggested tools as well as a glossary of electrical and electronics terms, an outline of significant events in the history of electricity and electronics, and a list of electrical and electronics symbols. (MN)

DOCUMENT RESUME

ED 234 236 CE 037 000

Stevenson, William
Funding Practices and Alternatives for Vocational Education in Kansas.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Change Strategies; Delivery Systems; *Educational Finance; Educational Planning; *Equal Education; Equalization Aid; Financial Needs; *Financial Support; *Fund Raising; Needs Assessment; Postsecondary Education; Program Development; Program Effectiveness; Secondary Education; State Aid; State Boards of Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Kansas

A project was undertaken to review funding practices for vocational education in Kansas and to present some alternative funding methods for consideration. During the course of the project, a research specialist interviewed various state-level educational staff and an area vocational and technical school director in order to obtain a general overview of funding procedures in the state and to form some general impressions of the effects and effectiveness of these procedures. Based on these interviews, the researcher concluded that the present funding system makes it advantageous for area vocational and technical schools to enroll postsecondary students in preference to secondary students. It was also concluded that additional funding will not, alone, solve the problem of inequity. To help create a more equitable funding system, the Kansas State Board of Education should establish priorities for its vocational education program and should provide funding on the basis of those priorities. Furthermore, programs should be funded on the basis of need, cost, and ability to pay; on the basis of the level of achievement of outcomes; and on the basis of increases in the proportion of students taking vocational education. Finally, equitable funding could be most effectively established if all state and federal vocational monies were pooled. (MN)

DOCUMENT RESUME

ED 234 250 CE 037 026

The Job Interview. Cooperative Occupational Education, Unit 11. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available seperately).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; *Employment Interviews; Instructional Materials; Learning Activities; Secondary Education; Transparencies; Vocational Education

IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to make students aware of the importance of the interview to getting a job and to prepare them for interviewing. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on five information topics: description of a job interview, how to dress for a job interview, preparing for a job interview, how to act in a job interview, and how to follow-up on a job interview. (YLB)

DOCUMENT RESUME

ED 234 264 CE 037 081

Career Preparation Program Curriculum Guide for: Hospitality/Tourism Industry (Food Services).
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-8982-2
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; *Career Education; *Cooks; Cooperative Education; Course Descriptions; Curriculum Guides; *Dining Facilities; Food; *Food Service; High Schools; *Hospitality Occupations; Human Relations; Learning Activities; Learning Modules; Nutrition; *Occupational Home Economics; Postsecondary Education; Program Descriptions; Safety; Sanitation; Secondary Education; Tourism

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the food services program requirements in the hospitality/tourism industry. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from one to nine modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 17 units in the grade 11 program and the 14 units in the grade 12 program include cooperative career preparation; human relations; industry organization; industry components; government and industry interrelationships; people relationships and career opportunities; safety and sanitation; kitchen organization; nutrition; fruit and vegetables; stocks, soups, and sauces; meats and poultry; seafood; cold kitchen; baking and desserts; breakfast cookery; dairy products; employee responsibilities; service; business operation; and kitchen management. Section four lists resource materials. (YLB)

DOCUMENT RESUME

ED 234 278 CE 800 017

Rosenfeld, Barbara; And Others
Choices/Changes: An Investigation of Alternative Occupational Role Models.
Rochester City School District, NY. Community Education Center.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Choice; Females; Interviews; Males; *Nontraditional Occupations; *Role Models
IDENTIFIERS- *Occupational Models; PF Project

These interviews, conducted during the 1976-77 and 1977-78 school years by a group of students from the Rochester City School District, present 5 men and 24 women in a variety of career roles that are neither traditional nor stereotypical. The people interviewed speak of the reasons for their choices and of their background of family support. Many of them provide a look at the family life-styles they have designed to support their career roles. (JH)

DOCUMENT RESUME

ED 234 293 CG 016 887

Shaha, Steven H.
The Relationship of Self-Concept to Causal Attributions.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Attribution Theory; Coping; *Emotional Response; *Failure; Helplessness; *Locus of Control; Psychological Characteristics; Psychological Patterns; Reference Groups; *Self Concept; *Self Esteem; Social Cognition; State of the Art Reviews

When people experience failures they search for an explanation of why the failure occurred. The process of seeking an explanatory cause is the basis of attribution theory. Causal attributions include the dimensions of locus of causality (internal or external), stability of the cause over time, and the degree of personal control over the outcome. These variations reflect self-concept, i.e., a person's perception of him/herself as formed through experience with the environment and the interpretation of such experiences. In failure events, internal locus (recognizing oneself as the cause of events) has been associated with low self-esteem. However, if meaningful others also fail, the cause of failure is perceived as outside of oneself (external locus). Stability is related to self-concept since successive failures result in ever increasing attributions of lack of ability (an internal, stable cause) accompanied by ever decreasing self-concept; but if failure is attributed to a stable but external cause, self-concept does not necessarily decrease. Thus, failure itself is not sufficient for learned helplessness; one must also perceive him/herself as the locus of causality. A perceived lack of control over a failure event would theoretically help maintain self-esteem; however, research indicates that successive though uncontrollable failure still leads to self-doubt and feelings of inadequacy. (WAS)

DOCUMENT RESUME

ED 234 308 CG 016 902

Bjerstedt, Ake
Fourteen Years of Educational and Psychological Research in Sweden: A Bibliography of Publications in English, 1967-1980. Studia Psychologica et Paedagogica. Series Altera LXIII.
Lund Univ. (Sweden). Dept. of Education.
SPONS. AGENCY- Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
REPORT NO.- ISBN-91-40-04844-6
PUB DATE- 82
AVAILABLE FROM- Liber, Box 1205, S-22105 Lund University, Sweden (Sw. Cr. 64:50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Behavioral Science Research; *Educational Research; Foreign Countries; *Psychological Studies; *Psychology; Publications
IDENTIFIERS- *Sweden

This document, the second of two bibliographies, lists Swedish publications and reports written in English for the fields of education and psychology, covering the years 1967-1980. Along with published articles, the bibliography also lists official reports from education and psychology departments. The entries are arranged alphabetically by the author's surname. The document contains approximately 3,600 publications, as well as a brief subject index, selected contact addresses, and a listing of selected monographs and report series. (WAS)

DOCUMENT RESUME

ED 234 324 CG 016 918

Moran, James D., III; And Others

A Developmental Analysis of the Effects of Reward on Selected Wechsler Subscales.

SPONS. AGENCY- Oklahoma State Univ., Stillwater. Div. of Home Economics.

PUB DATE- Apr 83

AVAILABLE FROM- James D. Moran III, Dept. of Family and Child Development, Virginia Polytechnic Institute and State University, Blacksburg, VA 20461.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Algorithms; Children; Cognitive Ability; *Cognitive Development; College Students; Developmental Stages; Elementary Education; Heuristics; Higher Education; Intelligence Tests; *Performance Factors; Preschool Education; *Rewards

IDENTIFIERS- Regressive Behavior; *Wechsler Adult Intelligence Scale; *Wechsler Intelligence Scale for Children (Revised)

Adverse effects of material rewards on Wechsler subscale performance may be the result of a reward-produced developmental regression. To further explore that idea through replicating earlier findings with adults, and to extend the enquiry to children, selected Wechsler subscales were administered to 32 subjects at each of three ages (5, 10, and 18 years) under either reward or nonreward conditions. Subscales were chosen to represent both algorithmic and heuristic types of tasks. Reward and nonreward groups (eight males and eight females per group at each age) were matched initially on age and ability. For adults, consistent with earlier findings, reward had an adverse effect on performance on the heuristic subscales and tended to facilitate performance on the algorithmic subscales. However, rewards generally had no effect at the fourth grade level and a reverse effect at the nursery school level, i.e., rewards facilitated heuristic and hampered algorithmic performance. These same trends were evident at both higher- and lower-ability levels, assessed via median split, except that at the college level, reward facilitation of algorithmic performance occurred only at the lower ability level, and detrimental effects of reward on heuristic performance were more pronounced at the higher ability level. Also, at the fourth grade, reward had an adverse effect on the algorithmic subscale performance of higher ability subjects. These complex findings appeared to be more consistent with an explanation based on developmental regression than on any available alternative mechanism. (Author)

DOCUMENT RESUME

ED 234 340 CS 007 218

Shaw, Karen
Student-Text Interaction: A Modified Replication of David Bloome's Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Classroom Research; Cultural Influences; High Schools; *Human Posture; *Nonverbal Communication; *Reading; *Reading Attitudes; *Student Behavior
IDENTIFIERS- Bloome (David); *Reader Text Relationship; *Theory Practice Relationship

In his ethnographic study of junior high school literacy activities, David Bloome found support for four theoretical constructs of the student-text interaction: (1) education is a process of cultural transmission; (2) reading is defined in terms of the sociocultural context in which it occurs; (3) the interpretation of behavior and of signs occurs within a social context; and (4) the development of cognitive skills needs to be viewed in terms of the social and cultural context in which development is manifested. To determine whether Bloome's constructs apply equally well to senior high schol students, students from a largely white, middle class high school were observed in the hallways, classrooms, and library. Observations of the different postures students assumed while reading within a class and in the library suggested that students approached reading not only as an intellectual function, but also as a social ritual. Students engaged in serious study, for example, tended to separate and assume the "isolated reading" position, indicating their awareness of this phenomenon. Several incidents of students "removing" themselves from a boring class by reading showed that students were able to use nonverbal clues to construct a reading context. (Diagrams of student-text relationships are appended.) (MM)

DOCUMENT RESUME

ED 234 356 CS 007 291

Blanchard, Harry E.
A Comparison of Some Processing Time Measures Based on Eye Movements. Technical Report No. 285.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Sep 83
CONTRACT- 400-76-0116
GRANT- NIMH-MH-32884; NIMH-MH-33408
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comparative Analysis; *Eye Fixations; *Eye Movements; Higher Education; *Language Processing; Reading Comprehension; Reading Instruction; *Reading Research; *Research Methodology; Test Reliability; *Time; Word Recognition
IDENTIFIERS- *Gaze Duration

A study was conducted to provide a replication of the gaze duration algorithm proposed by M. A. Just and P. A. Carpenter using a different kind of passage, to compare the three gaze duration algorithms that have been proposed by other researchers, and to measure processing time in reading. Fifty-one college students read a passage while their eye movements were monitored. Five different measures of processing time in reading were each fit, using hierarchical multiple regression, to a model similar to that of Just and Carpenter. The processing time measures--Just and Carpenter's gaze durations, two modified gaze duration measures, number of fixations, and average fixation duration--were shown to be influenced by different independent variables. Also, some evidence was obtained that called into question one assumption of the gaze duration measure--that when increased processing time is needed, a trade-off occurs between fixation duration and the number of fixations on a word. The findings suggest that gaze duration measures should be considered indices of aspects of word processing during reading rather than as measures of actual processing time required by words. (Author/FL)

DOCUMENT RESUME

ED 234 371 CS 007 309

Harper, Betty

Evaluating Student Progress in Undergraduate Reading Methods Courses: A Survey of Twenty-Six Instructors.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Curriculum Evaluation; Education Courses; *Evaluation Methods; Grading; Higher Education; *Methods Courses; *Methods Teachers; Questionnaires; Reading Teachers; *Student Evaluation; *Teacher Education; *Test Format; Test Reviews

To determine how college instructors evaluate student learning in their reading methods course, a questionnaire was administered to 15 instructors of elementary, and 11 instructors of secondary, reading methods courses. The instrument was divided into five sections for the purpose of collecting the following data: (1) course design and components of the final course grade, (2) testing procedures and item types, (3) evaluation forms for written papers and projects, (4) procedures used in evaluating teaching experiences, and (5) related evaluation procedures and concerns. Study findings indicated that the instructors were consistently evaluating student progress and providing feedback. All of the instructors used paper-and-pencil tests that evaluated student ability to apply skills as well as to recall information. A majority also used written papers and projects to evaluate learning, frequently giving an item-by-item analysis of the work in addition to general written comments. Besides these methods, a minority of instructors also used microteaching, simulated or field-based teaching experiences, and class participation in analyzing student progress. While the study revealed that reading faculty are conscientiously evaluating students, instructors themselves suggest that defining course objectives, class assignments, and assessment procedures more clearly would strengthen grading procedures. (MM)

DOCUMENT RESUME

ED 234 387 CS 207 691

Meadowcraft, Jeanne M.; McDonald, Daniel G.

A History of Research on Children and the Mass Media: An Empirical Investigation.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Children; Classroom Research; Hypothesis Testing; *Mass Media; *Mass Media Effects; *Media Research; Models; Research Design; *Science History

IDENTIFIERS- Meta Analysis; *Reeves (B); *Wartella (E)

Histories of media research commonly assume that models of mass media effects have progressed from direct or hypodermic effect models to indirect or multi-step models. Recently, however, B. Reeves and E. Wartella have objected to this assumption. To evaluate their alternative hypotheses, 163 studies from over 85 sources, representing nearly a century of publications on children and the mass media, were submitted to meta-analysis. After information was collected on the year of publication; medium studied; samples; type of statistical analysis; and independent, dependent, or intervening variables, the studies were categorized under 10 main subject areas: attitudes, life conditions, viewing condition, media behaviors, media psychological factors, media content, behaviors, psychological variables, and advertising. The data showed support for Reeves's and Wartella's observation that indirect effects models are found throughout the history of research on children and the mass media. Findings do not, however, support their hypothesis that research topics recur cyclically with the introduction of each mass medium into the social system. (A list of the publications included in the sample and the indexing instrument are appended.) (Author/MM)

DOCUMENT RESUME

ED 234 403 CS 207 825

Flynn, Elizabeth A.; And Others

Effects of Peer Critiquing and Model Analysis on the Quality of Biology Student Laboratory Reports.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Biology; *Content Area Writing; Higher Education; Models; *Peer Evaluation; Research Reports; Teaching Methods; *Technical Writing; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Research

A study investigated the effectiveness of peer critiquing and the use of writing models in the preparation of scientific reports. Primary trait scoring was used to evaluate laboratory reports on exercise physiology written by four different groups of sophomore biology majors: (1) a reference (control) group that prepared for writing reports with only an outline and no additional guidance, (2) a treatment group composed of students prepared with techniques of peer critiquing and writing model analysis, (3) a second treatment group composed of students introduced only to model analysis, and (4) a third treatment group composed of students introduced only to peer critiquing. Students in all four groups received identical instructions for the preparation of the report and participated in an identical lab session. The results of the lab report evaluations indicated that all three treatment groups scored higher on the primary trait assessment of the reports than did the reference group. The Duncan multiple-range test indicated that the three treatments increased the quality of the lab reports significantly. It also indicated that the group that employed modeling alone wrote better reports than did the other groups. The study suggests that writing model analysis and peer review and revision will increase the quality of writing in student laboratory reports, and that modeling is an especially useful technique in content classrooms and in those classes with high enrollments. (HTH)

DOCUMENT RESUME

ED 234 418 CS 207 864

Langer, Judith A.
Effects of Topic Knowledge on the Quality and Coherence of Informational Writing.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Audience Analysis; *Coherence; Evaluation Methods; Grade 10; High Schools; *Prior Learning; Schemata (Cognition); *Writing Evaluation; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Reading Writing Relationship

A study examined the effect of topic-specific background knowledge on the general quality and local coherence of student writing. Ninety-seven tenth grade students were assigned two writing tasks on specific topics at two points during a semester. J. Langer's measure of topic-specific knowledge was administered prior to each writing task. Each student's writing sample was then scored on five separate measures: (1) overall quality, (2) coherence, (3) syntactic complexity, (4) audience, and (5) function. The data from the pretest and writing evaluations clearly suggested a strong and consistent relationship between topic-specific background knowledge and the quality of student writing. More interesting, however, was the evidence that different kinds of knowledge were predictive of success in different writing tasks. The analysis of interactions between background knowledge and audience and function categories suggested that when students had only fragmentary knowledge about a topic, they used tactics to avoid engaging in writing activities that required them to say more than they knew. The findings suggest that for many tasks, writers may need the same kinds of highly organized information that readers do, but for others they may also require an abundance of loosely related informational "bits" for use in their writing. This distinction may arise from differences inherent in each of the two activities: writers not only need to generate, present, and relate intricately linked ideas, but also need a large body of loosely associated information that can be used to elaborate, embellish, and enliven the presentation. (HTH)

DOCUMENT RESUME

ED 234 435   CS 504 241

Krug, Linda T.

Sizing Up the Situation: Kenneth Burke's Dramatistic Frames.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; Editorials; *Literary Genres; *Political Issues; *Press Opinion; *Rhetoric; Rhetorical Criticism; *Self Concept; Theories
IDENTIFIERS- *Burke (Kenneth); Dramatistic Criticism; *Nixon (Richard M); Watergate

Testing Kenneth Burke's theory on dramatistic frames, the attitudes and motivations reflected in the rhetoric of Watergate participants were analyzed in terms of literary forms: epic, tragic, comic, elegiac, satiric, burlesque, grotesque, and didactic. Nixon tried to transcend the Watergate conflict by stressing the greatness of his achievements and the nobility of his character in relation to inevitable human limitations (epic) and overwhelming circumstances (tragic). Stressing Nixon's human side, pro-Nixon editorials presented a comic framework, while anti-Nixon editorials, pointing out the contradiction between this supposed identification with all people and the claimed inviability of the Presidency, lent themselves to satire, burlesque, and didacticism. Although these last three rejection frames were most common during the Watergate era--both heightening and easing public sentiment, the occasional articles now written about Watergate generally fall into the acceptance mode--epic, comic, or tragic representations which emphasize the commonality of human experience and encourage perspective taking. (MM)

DOCUMENT RESUME

ED 234 451 CS 504 374

Stano, Michael
Guidelines for the Interviewee in the Performance Appraisal Interview.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Science Research; Behavior Patterns; *Behavior Standards; *Communication Research; Employer Employee Relationship; *Employment Interviews; *Evaluation Criteria; Interpersonal Communication; *Job Skills; Performance Factors; *Personnel Evaluation; Work Attitudes
IDENTIFIERS- *Performance Appraisal

To describe those behaviors leading to productive appraisal interviews of sales representatives, questionnaires were administered to 27 branch sales managers who supervised 160 sales representatives. Eleven managers received a preliminary questionnaire asking them to cite behaviors of the sales representatives that caused productive or unproductive appraisal sessions. These were then sorted according to theme, creating a comprehensive list of 29 manager expectations for the behavior of subordinates in appraisal interviews. The remaining 16 managers completed the second questionnaire requiring them to judge the quality of the appraisal session in which they had just participated by evaluating each of the 29 behaviors. The subsequent analysis isolated specific behaviors as outstanding contributors to good interviews. The results indicated the need for interviewees to exude a mature, positive, and hopeful attitude during the evaluation, remain confident in their ability to do the job, and express a genuine desire to learn and improve. In addition, findings indicated that employees need to actively seek the experience and knowledge of their supervisor. (HTM)

DOCUMENT RESUME

ED 234 467 EA 015 849

Master Plan for Educational Facilities: Garwood, Union County, New Jersey.

Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.

SPONS. AGENCY- Garwood School District, NJ.

PUB DATE- Aug 79

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)

IDENTIFIERS- *New Jersey (Garwood)

Garwood, New Jersey, is a small borough of 0.69 square miles with an estimated population in 1978 of 4,856 persons. This master plan for educational facilities begins with an overview of the district that describes its beginnings as an industrial community. A number of maps illustrate characteristics of the area including its topography, relationship to key population centers and transporations routes, and locations of community facilities. The text describes local industry and business, environmental factors, and the current school system. Demographic factors described in text, maps, and tables include zoning and land use, housing, transportation, population characteristics, and enrollment data and estimates. The section on the current education program details the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. A brief description of the three elementary schools is provided, with tables giving the capacity and educational and physical evaluation of each school, along with site and floor plans. The plan recommends closing one small building and consolidating all school activities, including administration, in a complex composed of the other two schools. (MLF)

DOCUMENT RESUME

ED 234 481 EA 016 027

Day, Jo Ann Miller
The Organization of Citizen's Educational Beliefs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Attitude Measures; Beliefs; Curriculum; *Educational Attitudes; Educational Background; *Educational Objectives; Elementary Secondary Education; *Factor Analysis; Individualized Instruction; *Institutional Role; Organization; *Participant Characteristics; Place of Residence; School Effectiveness; Socialization
IDENTIFIERS- Gallup Poll

Responses to the 1976 Gallup education poll were analyzed to test the hypothesis that educational beliefs held by lay citizens are systematically structured and may be ordered along several dimensions representing functions of education: utilitarian concerns, socialization concerns, and concerns with academic and individual needs. Further, the study explores the relationship between specific educational beliefs and the respondents' residential location (rural, suburban, or urban) and two of their social status characteristics--educational attainment and rating of the public schools. The data comprise the answers of 1,549 persons to 24 questions on the functions and goals of public education. The research uses principal-factoring analysis with iteration, and five components are retained for orthogonal rotation. The results confirm that educational belief systems are multidimensional and associated with the functions of education. While belief patterns regarding the utilitarian and individual needs functions vary with the education, type of community, and satisfaction with public schools of respondents, the socialization and academic achievement functions are concerns of citizens regardless of social status characteristics and residential location. This degree of consensus among socioeconomic groups might provide a common denominator for adapting the school system to citizens' goals. Appendixes show communalities and factor loadings. (MJL)

DOCUMENT RESUME

ED 234 495 EA 016 082

Sanders, Susan; And Others
The Computer in Educational Decision Making. An Introduction and Guide for School Administrators.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89466-281-3
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Computer Oriented Programs; *Computer Programs; *Decision Making; *Educational Administration; Educational Planning; Enrollment Projections; Evaluation Methods; Guidelines; Linear Programing; Management Systems; Mathematical Models; Models; *Operations Research; Planning; *Problem Solving; Simulation

This text provides educational administrators with a working knowledge of the problem-solving techniques of PERT (planning, evaluation, and review technique), Linear Programming, Queueing Theory, and Simulation. The text includes an introduction to decision-making and operations research, four chapters consisting of indepth explanations of each technique, and instructions on the use of computer programs. PERT is used for planning and analyzing stages or activities in project development. The chapter includes step-by-step instruction in its use--with illustrated charts and examples--and an explanation of the GCPATH program for a PERT computer analysis. The third chapter centers on the use of Linear Programming, a mathematical technique designed to solve mathematically stated problems. It contains examples of the computer program LPRG and illustrates its use in several different situations. Queueing Theory, the subject of the fourth chapter, is a method for analyzing waiting line problems. Presented are the basic elements of the theory, discussion of its use, and an outline of solutions to waiting problems with the QUEUE computer program. The final chapter introduces Simulation Technique, where a variety of simulated solutions to problems are used instead of real life situations. Practical examples illustrate the application of the technique and the use of the computer programs ENROLL, SUBST, and BUSRTE. (MD)

DOCUMENT RESUME

ED 234 511 EA 016 098

Burnes, Donald
State Structures of Elementary/Secondary Governance. Issuegram 30.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Administrators; Bulletins; Elementary Secondary Education; *Governance; *Leadership; *Organization; *State Boards of Education; *State School District Relationship
IDENTIFIERS- Appointive Positions; Elected Positions; State Governors

Understanding the differences between education governance structures is important to understanding the entire education policy process. In almost all states, fiscal responsibility for education rests with the governor and the legislature. State education governance structures differ, falling into four basic models. In the first model the governor appoints the state board of education, and the chief is then appointed by the board; 15 states follow this model. In the second model, followed by 11 states, the board of education is elected at large and then appoints the chief; this reduces the governor's influence. The third model has a govenor-appointed board with the chief state officer elected at large, placing a premium on a cooperative working relationship. Twelve states follow this model. In the five states using the fourth model, the governor appoints the board members and the chief state school officer. The remaining states, Puerto Rico and the Virgin Islands, have structures that are variations of these four models. Eighteen states have legislatures that are able to exert influence through their authority to confirm the governor's appointments. The absence of major structural changes in educational governance since 1973 suggests that these structures are relatively stable. Four strategies are presented for state officials to consider in increasing leadership in education. (MD)

DOCUMENT RESUME

ED 234 526 EC 160 089

Miller, Kathleen S., Ed.; And Others

Participation of People with Disabilities: An International Perspective. Selected Papers from the 1980 World Congress of Rehabilitation International (Winnipeg, Canada, June 22-27, 1980).

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.; Rehabilitation International, New York, N.Y.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- 81

GRANT- G008005487

AVAILABLE FROM- Publications, University Center for International Rehabilitation, Michigan State University, East Lansing, MI 48824 ($4.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)

DESCRIPTIONS- *Accessibility (for Disabled); Access to Education; *Activism; *Advocacy; Agency Role; Daily Living Skills; *Disabilities; Foreign Countries; Information Needs; International Educational Exchange; Intervention; Lobbying; Organizational Objectives; *Organizations (Groups); Personal Autonomy; *Political Issues; Program Development; Rehabilitation; Social Action

IDENTIFIERS- Canada; *Consumers; England; Finland; France; Ireland; Sweden; United States; West Germany

Selected papers from the 1980 World Congress of Rehabilitation International Meeting on the participation of disabled people are presented. The papers address the rights of the disabled, the organization and functions of consumer groups, the impact of consumer involvement on rehabilitation and related services, social implications of the consumer participation movement, and the coming together of the disabled throughout the world. Titles and authors include the following: "Self-Determination of Handicapped People" (M. Fritsch); "The Right to All Types of Information" (K. Karlsson); "The Right to Work: A Political Issue" (B. Lindqvist); "Consumer Groups: Their Organization and Function" (A. Simpson); "Organizing an Action Group" (J. Simkins); "Trade Union Participation" (L. Maguire); "Handicap Councils: A Swedish Experiment" (L. Gardestrom); "Participation of Handicapped People in the Planning, Implementation and Management of Rehabilitation Services" (P. Blommestijn); "Policy Issues in Independent Living Rehabilitation" (D. Galvin); "Higher Education Opportunities" (K. Konkkola); "The Disabled Consumer Movement: Policy Implications for Rehabilitation Service Provision" (J. Derksen); "Towards Full Political Participation" (B. Carlsson); and "Disability Rights Issues: The Role of Advocacy in Government (E. Fiorito). (SW)

DOCUMENT RESUME

ED 234 542 EC 160 409

Parent Helper: Handicapped Children Birth to Five. Communication.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0718
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; *Developmental Stages; *Disabilities; Expressive Language; Infants; *Language Acquisition; *Parent Role; Receptive Language; Young Children

The first of three booklets in a series designed to help parents of handicapped children birth to 5 years old focuses on the communication process. A chart lists developmental milestones for both expressive and receptive language. Learning processes for communication (such as imitation, sensory knowledge, and memory) are reviewed. The bulk of the booklet emphasizes the parent's role in helping the child communicate by creating a responsive environment. Activities are suggested for a variety of principles in developing communication skills, such as reducing frustration, responding to all forms of communication used by the child, and helping the child develop attending, listening, and memory skills. Examples of two young children with handicaps are presented and sample teaching activities for each are provided. (CL)

ED 234 139 CE 028 582

Newman, Charles A., Ed.; Caton, Joyce J., Ed.
Updating Content in Secondary Business Education. National Business Education Association Yearbook, No. 19.
National Business Education Association, Reston, Va.

REPORT NO.- ISBN-0-933964-21-8
PUB DATE- 81
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accounting; Advisory Committees; Business Administration; *Business Education; Career Education; Change Strategies; Competency Based Education; Criterion Referenced Tests; *Curriculum Development; Data Processing; Disabilities; Disadvantaged; Educational Change; Educational Facilities; *Educational Improvement; *Educational Needs; Educational Research; Entrepreneurship; Gifted; Needs Assessment; *Program Content; Program Implementation; *Relevance (Education); Secondary Education; Sex Fairness; Teaching Methods; Technological Advancement; Yearbooks
IDENTIFIERS- *Special Needs Students

This yearbook, consisting of 18 papers, deals with updating the content of secondary business education programs. The focus of the articles is on trends affecting secondary business education curricula, determining curriculum needs in secondary business education, implementing content changes, and changing secondary business education content to meet the special needs of some students. Included in the volume are the following papers: "Career Education," by Willie O. Pyke and Willard L. Campbell, Jr.; "The Impact of Technology on Communications and Interpersonal Relationships," by Susie H. VanHuss; "Business Administration and Entrepreneurship," by Dean Clayton and Phyllis J. Johnson; "The Role of the Local District Administration and Teaching Staff in Implementing Change," by Earl Bowick; "Involving Advisory Committees to Update Subject Matter Content," by Lois Hlavac; "Using Survey and Research Data to Reexamine Course Offerings and Update Content," by Caroll Dierks and Elsie Donnel; "Developing Competency-Based Objectives and Evaluation Methods," by Carl E. Jorgensen and B. June Schmidt; "Selecting Appropriate Textbooks, Supplementary Materials, and Community Resources," by Mary Jane Lang and Lonnie Echternacht;

"Determining Facility and Equipment Needs," by Cleo Mattox; "Making Content Changes for the Physically Handicapped," by Elaine F. Uthe; "Revising Content for Economically, Culturally, and Educationally Disadvantaged," by Merle Wood; and "Eliminating Sex Bias, Stereotyping, and Discrimination," by C. B. Stiegler. (MN)

ED 234 153 CE 036 778

Hallman, Patsy Spurrier; Jones, Sue English
Nutrition Education in Vocational Home Economics. Final Report.
Stephen F. Austin State Univ., Nacogdoches, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cooking Instruction; *Course Content; *Curriculum Development; *Foods Instruction; Home Economics; *Home Economics Teachers; Homemaking Skills; Nutrition; *Nutrition Instruction; Secondary Education; State Curriculum Guides; *Teacher Attitudes
IDENTIFIERS- Texas

The primary purpose of this study was to develop a proposed conceptual framework for a semester course in nutrition and foods for vocational home economics at the secondary level. A questionnaire was developed and sent to three groups of Texas educators: homemaking teachers, teacher educators, and nutrition professors. The instrument obtained responses relative to values placed on concepts for nutrition education. Analysis of variance and Duncan's procedure were used to determine variance among means of the groups. The educators agreed on the value of the majority of concepts presented. Where significant differences occurred, homemaking teachers and teacher educators had similar values that differed from those of nutrition professors. Nutrition professors placed high values on concepts relating to basic nutrition, whereas homemaking teachers and teacher educators placed high values on concepts dealing with food preparation skills. Recommendations were made for updating the nutrition knowledge of homemaking teachers and providing them with assistance in planning and resources for conducting one-semester courses in foods and nutrition. (The conceptual framework developed during this research is included as a curriculum guide in an appendix to the report.) (Author/KC)

ED 234 167 CE 036 834

Parrish, Linda H.; And Others

Mainstreaming the Handicapped: The Research and Development of a Six-Module Training Package. Final Report. September 1, 1978 through June 30, 1979.

Interaction, Inc., Houston, Tex.; Texas A and M Univ., College Station. Coll. of Education.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- Aug 79

CONTRACT- TEA-89230073

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Audiovisual Aids; *Disabilities; Handicap Identification; *Inservice Teacher Education; Learning Activities; Learning Modules; *Mainstreaming; *Preservice Teacher Education; Program Development; Program Evaluation; Secondary Education; Special Education; Teaching Guides; *Vocational Education; *Vocational Education Teachers

This report describes the research, development, field testing, and evaluation of a training program designed to help vocational education personnel serve handicapped students. The report details accomplishments including (1) results of interviews with vocational teachers and administrators; (2) overviews of the six slide/tape modules, examination of the participant's workbook and the leader's guide; (3) discussion of the pilot testing; and (4) results of an evaluation of the program. A list of potential uses cites inservice assistance by local administrators for vocational personnel, inservice activities for special education personnel, preservice instruction at the university level, inservice for administrators, preparation for parents, and training for support agency and postsecondary personnel. Module topics are mainstreaming, educators' roles and responsibilities, vocational teachers' assessment responsibilities, the ARD/IEP process, handicapping conditions, and choosing teaching techniques. (YLB)

ED 234 194 CE 036 914

Thomas, James E., Ed.
Introduction to Retail Security.
Houston Univ., Tex. Coll. of Technology.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - General (020)
DESCRIPTIONS- Alarm Systems; *Crime; *Crime Prevention; *Distributive Education; Drug Abuse; Planning; Postsecondary Education; *Retailing; Safety; *Security Personnel
IDENTIFIERS- Cashiers; Credit Card Fraud; Employee Theft; Fraud; *Retail Security; Retail Stores; Robbery Control; *Shoplifting; Surveillance Systems; Vendors

This collection consists of 15 articles dealing with retail security. Included in the volume are the following papers: "Retail Security--an Introduction," by Andrew J. Thacker and Linda Cressman; "Systematic Planning and Retail Security," by Linda T. Thomas; "Identifying Potentially Dishonest Employees," by James E. Thomas; "Methods of Employee Theft," by C. Carolyn Troeger; "Cashier Theft," by James E. Thomas; "Vendor Theft," by James Izzo and George Crawley; "Surveillance, Apprehension, and Interviewing Shoplifters," by James E. Thomas; "Shoplifting Methods," by Leonard Roberts; "Security Hardware," by Steve Caton and Andrew J. Thacker; "Stock Shortage and Control," by Carolyn Troeger; "Retail Safety," by Katherine Winters; "Computer Fraud," by Andrew J. Thacker and Debra Southward; "Check Fraud and Credit Card Fraud," by Leonard Roberts; "Armed Robbery and Burglary," by Sondra Dudenhefer; and "Drug Abuse and Security," by Jason D. Baron, M.D. and James E. Thomas. A series of review questions follows each article. (MN)

ED 234 195 CE 036 916

ED 234 208 CE 036 941

Lopez-Cox, Guadalupe
Dental Assisting Course. Bilingual Vocational Instructional Materials.
Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; Course Content; Course Descriptions; *Dental Assistants; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Instructional Films; Job Skills; *Lesson Plans; Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

This course in dental assisting, one of a series of bilingual English-Spanish vocational education courses, is designed to prepare the student to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work. The course covers an introduction to the occupation, dental sciences, psychology, dental assisting, dental materials, radiology, business English, office management, biological sciences, and internship, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for dental assistants as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

ED 234 237 CE 037 012

Smith, Cliff; Milhalevich, Rick
Starting and Managing Your Own Business in the 80's. Marketing and Distributive Education. Entrepreneurship. Instructor's Guide.
State Fair Community Coll., Sedalia, Mo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; *Agricultural Education; Behavioral Objectives; *Business Administration; Classroom Techniques; Competence; *Distributive Education; *Entrepreneurship; Guidelines; Individual Characteristics; Instructional Materials; Job Skills; Learning Activities; *Marketing; Personality Traits; Planning; Postsecondary Education; Resources; Small Businesses; Teaching Methods; *Vocational Education

This instructor's guide is designed to be used in a seminar to explore the personal aptitude and skills required in entrepreneurship and to provide general and specific information about recognizing and overcoming the problems associated with beginning a new business. Addressed in the individual chapters are the following topics: the scope of small businesses (the elements, advantages, disadvantages, role, and major fields of small businesses); aspects of entrepreneurship (the advantages and shortcomings of being an entrepreneur and the traits and characteristics of successful entrepreneurs); development of a successful entrepreneurial enterprise (economic conditions, ideas for entrepreneurial opportunities, ways to become an entrepreneur, and business failure); preparing a business plan (reasons for a business plan, the content of a business plan, identification of a business, market area, competition, financing, legal issues, location, and personnel); managing the enterprise (the planning, organization, direction, control, finance, accounting, and bookkeeping functions of business management; business and community; and business ethics); and resources for the small business. The guide includes a time allocation plan; lists of entrepreneurial, general, managerial, marketing and sales, and accounting and financial competencies; a detailed outline of the content to be presented during each lesson; teaching tips for use in delivering the instructional text; worksheets; transparency masters; and discussion questions. (MN)

ED 234 251 CE 037 027

Your Employer, Your Coworkers and You. Cooperative Occupational Education, Unit 12. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; *Employer Employee Relationship; Instructional Materials; *Interpersonal Competence; *Interpersonal Relationship; Learning Activities; Secondary Education; Transparencies; Vocational Education; *Work Attitudes
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop the student's understanding of employer and employee expectations relative to job performance and of the importantce of attitude and good working relations with fellow workers. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on four

information topics: attitudes and job success, what employers expect of employees, what employees expect of employers, and getting along with coworkers. (YLB)

ED 234 265 CE 037 082

Career Preparation Program Curriculum Guide for: Hospitality/Tourism Industry (Tourist Services).

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-9257-2
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; Bookkeeping; Career Development; Career Education; Cleaning; Cooking Instruction; Cooperative Education; *Course Content; Curriculum; Curriculum Development; Educational Resources; Foods Instruction; *Hospitality Occupations; Hotels; Housekeepers; Human Relations; *Job Skills; Learning Activities; Marketing; Nutrition Instruction; Occupational Information; Occupational Safety and Health; Office Occupations; Postsecondary Education; Public Relations; Safety; Secondary Education; State Curriculum Guides; *Tourism; Vocational Education
IDENTIFIERS- British Columbia

This career preparation curriculum outline for the hospitality/tourism industry is intended to provide secondary and postsecondary learning outcomes for completion of program requirements. The guide is organized into four sections. Section one presents an overview of the program, of the philosophy of career education, and of the organization and evaluation of the program. Sections two and three contain 28 modules on the hospitality/tourism industry and tourist services. Included in these two sections are the following: (1) aims and purposes for students enrolled in the program; (2) general course aims that indicate the general knowledge/skills required to achieve a satisfactory level of performance; (3) goal statements and learning outcomes for each module with student outcomes for the expected levels of achievement; and (4) student activities designed to support the learning outcomes of each module. Topics covered in the modules include school and community-based cooperative career preparation; human relations; organization of the hospitality/tourism industry; government and industry interrelationships; career opportunities; safety and sanitation; kitchen management; nutrition; fruit and vegetables; stocks, soups, and sauces; meats and poultry; seafood; cold foods; baking and desserts; breakfast cookery; dairy products; community-based cooperative career preparation; employee responsibilities; food service; business operations; front office procedures; reservation, registration, and rooming procedures; accounting; safety and security; housekeeping; first aid; and marketing. The final section of the guide contains resource materials for public relations, food service, housekeeping, front office, general industry, and marketing topics. (KC)

ED 234 279 CE 800 018

Ag in the Classroom--What's Going on Around the Country.
Department of Agriculture, Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Agricultural Education; Elementary Secondary Education; National Organizations; *National Programs; Program Descriptions; State Action; State Agencies; *State Programs
IDENTIFIERS- PF Project

Agricultural education projects of 23 state action groups and 4 national organizations are described in this directory intended for agricultural educators. Names and addresses of contact points for further information are included. (DC)

ED 234 280 CE 800 019

Resource Guide to Educational Materials about Agriculture: A Project of Agriculture in the Classroom.
Department of Agriculture, Washington, DC. Agriculture in the Classroom Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Agriculture; Annotated Bibliographies; *Audiovisual Aids; Books; Elementary Secondary Education; Films; Filmstrips; *Instructional Materials; Pamphlets; *Resource Materials; Slides
IDENTIFIERS- PF Project

Over 200 print and audiovisual materials which promote understanding of the importance of agriculture are described in this resource guide for teachers. Items which have been developed specifically for classroom use are described in addition to a large number of general informational materials which could be adapted according to classroom needs. Materials are presented in four sections: print, audiovisuals and kits, collections of materials, and resource guides. Each entry provides the title, publisher/producer, grade level, format, description of the contents, agricultural concepts taught, price, and ordering information. An index is provided which lists all materials according to the following agricultural concepts: (1) agriculture and history; (2) the geography of agriculture; (3) agriculture and technology; (4) the economics of agriculture; (5) agriculture and the world; (6) careers; and (7) major policy issues. (JH)

ED 234 309 CG 016 903

Ellis, W. Frank; And Others
The Effect of Differing Third Party Roles and Behaviors on Conciliatory and Retaliatory Negotiator Behavior Involved in a Simulated Intergroup Conflict.

PUB DATE- 24 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Arbitration; College Students; *Conflict Resolution; *Group Dynamics; Higher Education; *Interpersonal Communication; Problem Solving; Time
IDENTIFIERS- *Mediation; *Negotiation Processes

Little experimental research exists concerning third party mediation. Possible dimensions for study are type of control, including outcome control (of the third party over negotiation outcomes) and process control (third party influence on the negotiation process); and type of intervention, i.e., process or issue oriented interventions. To examine the interaction between type of intervention and type of control, male undergraduates (N=40) were led to believe they were randomly assigned to the role of negotiator for an experimental task, involving the resolution of a rent control problem. The actual negotiation sessions lasted approximately 1 hour and consisted of 12 trials. A pre-programmed adversary was used to increase situational stress and reduce irrelevant variance due to individual differences. The independent variables were type of third party control and intervention; the dependent variables were frequency of concessions and retaliations. Statistical analyses showed that the time factor was significant, with more concessions made initially, and the majority of retaliations occurring in the final block of sessions. This finding suggests that the effectiveness of a mediator may decline over the course of negotiations. No significant effects were found for type of intervention or for the interaction of third party factors. (WAS)

ED 234 357 CS 007 292

Brewer, William F.; Hay, Anne E.
Reconstructive Recall of Linguistic Style. Technical Report No. 286.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classification; Cognitive Processes; Error Analysis (Language); Higher Education; *Language Processing; *Linguistics; *Literary Styles; Memory; Reading Comprehension; Reading Instruction; *Reading Research; *Recall (Psychology)

A study investigated reconstructive recall for linguistic style. It was hypothesized that (1) features of linguistic style would be more difficult to recall than underlying content, (2) reconstructive errors would include stylistic forms recalled as standard forms when subjects lacked productive control of a particular feature of a style, and (3) reconstructive errors would include standard forms recalled as stylistic forms when subjects with productive control of a style attempted to style match. Subjects carried out recall tasks with texts of five different styles: Business, Biblical, Academic, Legal, and Primer. Objective procedures were developed to classify the style of the reconstructed responses, and the results showed that a large proportion of the total responses consisted of the predicted types of reconstructive errors. The reconstructive-style hypothesis was used to integrate a range of experimental findings from studies of memory for text. (Author/FL)

ED 234 404 CS 207 826

Duncan, Linda; And Others.
Composition Handbook for Decatur Teachers.
Decatur Public Schools District 61, Ill.
PUB DATE- 82
AVAILABLE FROM- Decatur Public Schools District 61, 101 West Cerro Gordo, Decatur, IL 62523 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Writing; *Curriculum Development; Educational Objectives; Elementary Education; *Integrated Activities; Teaching Guides; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Audience Awareness; Reading Writing Relationship

Designed for the classroom teacher, this composition handbook suggests ways in which the teacher can integrate composition activities with the Macmillan language program. The first part of the handbook examines the following research findings: (1) students learn to write by writing, (2) a variety of writing experiences is necessary, (3) the writing process is as important as the product, (4) mistakes in writing can be an indication of growth, (5) revising must be a part of the writing process, (6) a real audience is important if students are to take writing seriously, (7) teachers must learn to find better ways to handle the paper load, (8) writing must be done in all subject areas, (9) writing aids in the development of reading, and (11) reading aids in the development of writing. The second part of the handbook offers writing goals and activities for kindergarten through grade 6 students. In addition, this section provides summary statements of the skills the average student should possess at the end of each grade and a list of sources of further writing activities. Appendixes contain suggestions, tips, and methods for handling the paper load, writing in the content areas, and developing audiences for students' writing, as well as lists of publishers of student writing and writing contests. (HOD)

ED 234 419 CS 207 865

Langer, Judith A.

Examining Background Knowledge and Text Comprehension.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Criterion Referenced Tests; Grade 6; Intermediate Grades; *Prior Learning; *Reading Comprehension; Reading Diagnosis; Reading Improvement; *Reading Research; *Schemata (Cognition); Student Motivation; Teaching Methods

IDENTIFIERS- Comprehension Tests; *Prereading Activities

A study examined (1) relationships between background knowledge and reading passage comprehension, (2) the reliability of a passage-specific background knowledge measure used as the knowledge criterion, (3) the effect of a prereading language and concept organizer activity on available background knowledge, and (4) the effect of that prereading activity on responses to specific who, what, when, where, how, and why (wh) questions as well as on total comprehension. The subjects, 161 Long Island, New York, sixth grade students, were assigned to four prereading activities: prereading plan (PreP) group discussion of key concepts, motivation discussions of specific questions in small groups, no activity (reading without any preparatory discussion), and a distractor discussion of a nonrelated topic. Two passages from a social studies text were selected for reading, and students completed a 20-item test measuring wh comprehension. The results indicated that the background knowledge measure was a significant and reliable predictor of wh comprehension. The prereading activity significantly raised available background knowledge, and this in turn increased comprehension of moderately difficult passages. The measure of text specific background knowledge may be useful for teachers in assessing the difficulty of a reading assignment, and for researchers in controlling for differences in prior knowledge or in examining the relationships between background knowledge and various aspects of learning. (HTH)

ED 234 452 CS 504 380

Roehler, Laura R.; And Others
Direct Teacher Explanation during Reading Instruction: A Pilot Study.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-132
PUB DATE- Apr 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Communication; *Classroom Techniques; Educational Research; Elementary School Teachers; Feedback; Primary Education; *Reading Instruction; Reading Research; Student Teacher Relationship; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Direct Instruction; *Teacher Explanation

Research on classroom reading practices reveals a heavy emphasis on teacher monitoring and management of materials. Little evidence exists of teacher explanation in reading, and little is known about the qualitative dimensions of such instruction. With this in mind, a study was designed to provide descriptions of explanations used by effective teachers. Subjects were four second grade reading teachers and their low reading groups. Each teacher was observed intensively throughout one school year and frequent interviews were conducted with both the teachers and their students. Both the instruction provided in the reading groups and the interviews were analyzed using descriptive techniques. The analysis revealed six components of effective explanation in reading instruction: (1) effective management, (2) the ability to reorder basal lesson format, (3) the use of statements on skill usefulness, (4) specificity, (5) consistency of explanation, and (6) the ability to provide elaborative explanation during turn taking sessions. (Copies of evaluation forms used in the study are appended.) (Author/FL)

ED 234 468　　　　　　　　　　　　EA 015 850

Master Plan for Educational Facilities: City of Clifton, Passaic County, New Jersey.

Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.

SPONS. AGENCY- Clifton School District, NJ.

PUB DATE- Aug 79

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)

IDENTIFIERS- *New Jersey (Clifton)

Clifton, New Jersey, has a land area of just under 12 square miles with a population estimated in 1976 to be 83,592 persons. This master plan for educational facilities begins with an overview of the district and its historical background. A number of maps illustrate characteristics of the area, including its topography, relationship to key population centers and transportation routes, and locations of community facilities. The text describes local industry and business, environmental factors, and the current school system that consists of 16 school buildings and an administration building. Demographic factors described in text, maps, and tables include zoning and land use, housing, transportation, population characteristics, and enrollment data and estimates. The section on the education program explains the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. Brief comments on each of the 16 buildings, as well as site and floor plans, are provided. Tables giving the results of building evaluations according to educational function and physical condition are included in the appendix, along with tables giving the building capacities. (MLF)

ED 234 482 EA 016 058

Neill, George
The Local Education Foundation: A New Way to Raise Money for Schools. NASSP Special Report.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-144-7
PUB DATE- May 83
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($3.00 plus $2.00 shipping and handling on single copies; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Boards of Education; Donors; Educational Finance; Elementary Secondary Education; Financial Support; *Fund Raising; Grants; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; School Funds; *School Support

This short booklet explains the education foundation approach to raising money for schools, describes how administrators or boards of education can start an education foundation, and presents profiles of six foundations throughout the country. The author emphasizes that, of all the attempts to find supplementary school funds, the local nonprofit education foundation, offering tax deductions to donors, has been the most successful. Outlined are the Ford Foundation program to aid groups forming local education funds, how to start a foundation, where to find money, what principals can do, the advantages of being independent from the school district, the importance of choosing appropriate members for the foundation board and who these might be, why small grant programs have been successful and how to start them, and the teachers' role. Specific "Do's and Don'ts" are suggested, including getting a volunteer lawyer to fill out nonprofit forms, funding specific dynamic programs, and beginning with a pilot school. Key questions asked by school administrators and their answers are listed. The six case studies of foundations are intended to show the wide variety of approaches communities are using to start foundations to improve education. (JM)

ED 234 496 EA 016 083

Lewis, Carol J.
Educational Governance in the States: A Status Report on State Boards of Education, Chief State School Officers, and State Education Agencies.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; *Educational Administration; *Educational Finance; Educational Legislation; Elementary Secondary Education; Higher Education; National Surveys; Personnel Data; *State Boards of Education; *State Departments of Education; State Government; State Legislation; *State Officials; State Programs; State School District Relationship; Statistical Surveys

Summarizing data from a nationwide survey, this report describes the diverse state educational governance systems and administrative structures as of summer 1982. Chapters on state boards of education, chief school officers, and education agencies present legal, fiscal, staffing, and program data through tables and text and offer historical information. The background, present situation, and anticipated establishment of state coordinating agencies for higher education are outlined. General information on statewide organizational patterns and finance for public education is given with an emphasis on states' interaction with school districts. Noted in the brief summary is the progress of state departments of education through traditional statistical, regulatory, and supervisory periods into new roles of leadership. A selected bibliography is included. Over half the report consists of appendixes, including narrative information on each state's board of education, chief school officer, and education agency; organizational charts for state education agencies; directories of public information officers and organizations of state agency personnel; and a sample data collection survey. (MJL)

ED 234 512 EA 016 099

Palaich, Robert
The State Legislative Voting Process in Education. Issuegram 31.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Educational Finance; Elections; Elementary Secondary Education; *Finance Reform; Legislators; *Politics; State Government; *State Legislation; State School District Relationship; *Voting

A study examining factors influencing decisions state legislators make about school finance focuses on votes in Michigan, Missouri, and Washington. Each of these states passed major school finance reform legislation during the 1970's and used open legislative procedures in which individual legislators were free to vote their consciences. Relationships between indicators and votes were not similar across the states. The study found that no single factor determines voting behavior and that success in passing school finance legislation depends on three elements: the political culture, the issue being considered, and the day-to-day legislative context. Traditional education leaders are important in passing complex legislation and so are legislators with new ideas and new approaches. State political culture can contain the new ideas that legislators advance, so that shaping new approaches to the state's political dynamics is essential. A generalization is possible about the ways in which voting behavior differed among the three states. Votes on regulatory issues related to ideological factors; votes on distributive issues related to the size of the transfer to the legislative district. (MD)

ED 234 513 EA 016 100

ED 234 543 EC 160 410

Parent Helper: Handicapped Children Birth to Five. Socialization.
Maryland State Dept. of Education, Baltimore. Office of Special Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0718
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Developmental Stages; *Disabilities; Infants; *Interpersonal Competence; *Parent Role; *Socialization; Young Children

The second of three booklets in a series intended for parents of handicapped children, the booklet considers ways in which parents can develop socialization skills in their children. Developmental milestones are charted for the period from birth to age 5. Social learning processes (using the senses, experimenting, imitating, and playing) are described. Techniques for parents to help their children learn about themselves and others include building a sense of security and trust, being aware of the child's limitations, and encouraging friendships with other children. Ideas and activities are presented for creating a positive home learning environment. Specific suggestions are provided for socialization techniques with children who have communication problems, physical disabilities, and developmental delay. Examples of two young children are cited to illustrate ways in which parents can enhance their children's social skills. (CL)

ED 234 294 CG 016 888

Hanson, Shirley May Harmon
Variations of Fathering: Implications for Social Policy. Single Fathers with Custody: Implications for Social Policy.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Child Rearing; *Family Characteristics; Family Life; *Fathers; Home Management; Literature Reviews; *Needs; *One Parent Family; Parent Child Relationship; *Public Policy; Social Services
IDENTIFIERS- *Child Custody; *Social Policy

This document summarizes current knowledge about single custodial fathers, and draws implications for social policy. Through a review of the literature, the following characteristics of single fathers are described: socioeconomic status, race, custody status, religion, age, employment, parental history, homemaking skills, motivation for custody, visitation rights and child support, and support systems. Research on the children of single fathers focusing on sex and age, child care arrangements, and father-child relationships is also reviewed. Existing, as well as needed, social policies which affect single-custodial fathers are discussed, i.e., custody laws and issues, child support, income support programs, child care, family counseling, mediation and conciliation services, community program development, business and industry, school systems, health care systems, and cultural messages. A bibliography is included. (WAS)

ED 234 341 CS 007 241

Kemper, Susan
Causal Inferences during Text Comprehension and Production.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Development; Cognitive Processes; Elementary Secondary Education; Influences; *Logical Thinking; *Reading Comprehension; *Reading Processes; *Reading Research; Story Telling
IDENTIFIERS- Causal Inferences; *Inference Comprehension; Linguistic Analysis; *Reader Text Relationship; Textual Analysis

As comprehension failure results whenever readers are unable to infer missing causal connections, recent comprehension research has focused both on assessing the inferential complexity of texts and on investigating students' developing ability to infer causal relationships. Studies have demonstrated that texts rely on four types of causal connections; one event may cause: a new physical or mental state, a new action, or a new motivation for action. The density of these stated or inferred connections largely determines text difficulty. Children's spontaneous oral stories can also be analyzed as causal event chains. Analysis reveals that these narratives increase in complexity as children grow, changing from the 2-year-old child's simple listing of events to the 10-year-old child's careful organization of motivations and consequences. The inferential complexity of texts is also reflected in the pauses during the oral retelling of films. Analysis demonstrates that pauses at event chain continuities are less frequent than pauses at discontinuities. (MM)

ED 234 372 CS 007 310

Olson, Mary W.; Gillis, M. K.
Improving Study Habits and Attitudes in the College Content Class: A Replication Study.
SPONS. AGENCY- Southwest Texas State Univ., San Marcos.
PUB DATE- 20 Oct 83
GRANT- 21180
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Classroom Techniques; Content Area Reading; *Course Content; Curriculum Evaluation; Higher Education; *Integrated Curriculum; *Learning Theories; Preservice Teacher Education; *Reading Achievement; Reading Research; Reading Skills; *Study Habits; *Study Skills

To determine if integrating course content with reading study skills would (1) increase student learning of course content and (2) improve students' general reading achievement, one section of a reading education course for preservice teachers was taught reading study skills along with course content; two sections were given no classroom instruction but instead were enrolled as tutors for public school children; and one control section was taught course content but not reading study skills. Although the four groups showed no significant differences in achievement on either the Stanford Diagnostic Reading Test or a study attitudes test, the experimental section scored significantly higher on tests covering course content and study habits. Test results indicated that teaching effective study skills helped students master course content. (MM)

ED 234 388 CS 207 702

Tchudi, Stephen N.
Literature and Reading as Liberal Arts.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *English Curriculum; Higher Education; *Liberal Arts; *Literature Appreciation; *Reading Attitudes; Reading Instruction; *Reading Programs; Secondary Education; Teacher Role; Teaching Methods

Although literature and reading are considered liberal arts, it would seem that teachers of English and reading have been anything but "liberal" in their treatment of books and reading. By and large, teachers at all levels have failed to capitalize on the enormous potential of reading to make a significant difference in the lives of students. By adopting three guidelines, teachers can restore or revitalize literature and reading as genuine liberal arts. The first is that literature and reading are experiential. One learns both to read and to enjoy and appreciate literature by reading. Second, English teachers must broaden the dimensions of literature and reading. Literature and reading materials can be extended in ways conveniently summarized by the "three mult's": multicultural, multidisciplinary, and multimedia. Third, reading and literature programs should be developmental. A reading and literature curriculum should mesh with the students' growing emotional, psychological, and linguistic needs and interests. (HOD)

Hughey, Jim D.; Harper, Bena
Instructor Responsiveness and Outcomes of the Basic Course.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Classroom Communication; *Communication Research; *Communication Skills; Higher Education; Speech Communication; Student Behavior; *Student Improvement; *Student Teacher Relationship; Teacher Behavior

A study related the communication responsiveness of instructors to the affective and cognitive outcomes of students in basic speech communication courses. Specifically, the study investigated both the instructors' overall responsiveness and their responsiveness as climate makers. The communication responsiveness of instructors was measured by the Conversation Self Report Inventory, which gauges (1) the way people view the purpose of communication, (2) the communicative climate they create, (3) the way they transmit information, (4) the way they receive information, (5) the way they sequence messages, and (6) the way they cope with communication barriers. Student affective outcomes were judged from teacher/course evaluations provided by them, and cognitive outcomes were judged from scores on midterm and final examinations. Overall communicative responsiveness of instructors was found to be related to affective but unrelated to cognitive course outcomes. However, the analysis of climate making responsiveness revealed that students with supportive instructors registered significant cognitive gains in the course. (FL)

ED 234 181 CE 036 884

Broussard, Rolland L.
Homebased Computer Assisted Adult Education Project--Phase III. Final Project Report, September 1, 1982, through August 31, 1983.
University of Southwestern Louisiana, Lafayette.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
PUB DATE- 31 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Adult Education; Adult Programs; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; *Delivery Systems; Extension Education; *Home Programs; Outcomes of Education; *Program Effectiveness
IDENTIFIERS- 310 Project; Louisiana (Lafayette Parish)

The purpose of this multi-year project was to develop a delivery system for adult education through expanded outreach opportunities using computer-assisted instruction (CAI) and computer-managed instruction (CMI) for undereducated adults in a home-based context. In phase 1 of the three-year project, planning, development, and testing of CAI in a traditional adult education part-time setting was conducted in Lafayette Parish, Louisiana. During phase 2, this experience was continued and the classes expanded to two sites. A selected class emphasizing CAI was conducted during phase 3 along with a component in four to six homes. In all phases a regularly available CAI hardware system was coupled with an adult basic education curriculum available from Computer Curriculum Corporation. A curriculum coordinator and an aide were employed to conduct the CAI sessions and to prepare a curriculum guide that would coordinate the CAI curriculum with usual adult education instructional materials. Results of the experiment indicated that the CAI students showed slightly higher progress than non-CAI students in academic growth. Therefore, it was concluded that the use of CAI and CMI could be beneficial to undereducated adults, both in class and in the home, with the assistance of adult education teachers. Because of certain limiting factors, the use of a microcomputer with the curriculum developed for this project might be more feasible for extending adult education services into homes. (KC)

ED 234 222 CE 036 969

Hardin, G. W.
Measuring and Fixturing Techniques. Auto Body. Unitized Vehicles. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AB-83-230
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; *Auto Body Repairers; Behavioral Objectives; Competence; Competency Based Education; Educational Resources; Individualized Instruction; Learning Modules; *Motor Vehicles; Postsecondary Education; *Repair; Scripts; Secondary Education; Slides; Student Evaluation; *Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Unitized Vehicles

This module contains information on unibody construction and control points for structural measurements to perform repairs on the bodies of unitized vehicles. The module covers the fundamental aspects related to the measuring and fixturing techniques used to analyze collision damage before and during repair operations. Designed for individualized instruction, the module consists of a teacher guide, a student guide, a student evaluation, a 35mm slide presentation, and an audiocassette. The instructor guide contains an introduction, performance objectives, script for a slide presentation, suggested instructional methods, suggested resources, and an answer key for the student evaluation. The student guide contains performance objectives, an introduction, procedures for using the module, and an information sheet on repairing cars with unitized construction. (KC)

ED 234 325 CG 016 919

Woog, Pierre

Unitary Operations: The Relationship between Level of Moral Development and Analytic Style.

PUB DATE- Mar 82

AVAILABLE FROM- Project for Research in Nursing, Adelphi University School of Nursing, Garden City, NY 11530 ($2.00 per copy, $1.00 for 2 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Age Differences; *Cognitive Style; *Developmental Stages; Graduate Students; *Helping Relationship; Higher Education; Interpersonal Competence; *Moral Development; Predictor Variables

IDENTIFIERS- *Analytic Interactive Style; *Unitary Theory

Despite the relevance of moral development to professional education, little research has been done to examine the application of moral development theory. To relate Analytic Interactive Style to post-formal operational thinking or "unitary operations thinking," to test the relationship between level of moral development and Analytic Interactive Style, and to examine whether this relationship is mediated by age, the Edwards' Situational Preference Inventory (SPI), Analytic Scale, and the Defining Issues Test (DIT) were administered to 62 graduate students, ranging in age from 23 to 59. The results supported the hypothesis of a significant relationship between level of moral development and Analytic Interactive Style. Furthermore, age was not found to be a mediator variable. The findings also support the interrelationship of moral development, "flexibility-reaching out," and helper effectiveness, and provide indirect evidence of the importance of holistic thinking as an explanatory theoretical underpinning. (JAC)

ED 234 527 EC 160 090

Expulsion and Handicapped Students. Technical Assistance Paper, No. 1.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Problems; Behavior Standards; Compliance (Legal); *Court Litigation; Crisis Intervention; *Disabilities; *Discipline Policy; *Due Process; Elementary Secondary Education; *Expulsion; Individualized Education Programs; School Districts; School Policy; Student Placement; Suspension; Workshops
IDENTIFIERS- *Florida State Department of Education

A Florida State Department of Education technical assistance paper on expulsion of handicapped students is presented. Contents are as follows: historical information on court decisions, issues questions and answers, brief summaries of seven court cases dealing with expulsion of handicapped students, and sample materials from three local school districts. It is noted that the school district must conduct a staff meeting to determine whether a student's misconduct bears a relationship to his/her handicapping condition, while meeting federal and state requirements. An additional requirement is that the school district must conduct an individualized education program meeting. Attention is also directed to the following topics: possible alternative placements for the student, the application of the school district's code of student conduct, and procedural safeguards available to the parents of a handicapped student whose program and placement are being reviewed. The sample materials pertain to crisis intervention, secondary school principal's workshop on suspension/expulsion of handicapped children, and suspension policy. Forms for notifying parents and committees are included. The following court cases are described in terms of facts, issues, and findings: "Stuart vs. Nappi (Connecticut 1978)," "Howard S. vs. Friendswood Independent School District (Texas, 1978)," "Sherry vs. New York State Education Department (New York, 1979)," "DOE vs. Koger (Indiana, 1979)," "Mrs. A. J. vs. Special School District No. 1 (Minnesota, 1979)," "P-1 vs. Shedd (Connecticut, 1980)," and "S-1 vs. Turlington (Florida, 1981)." (SW)

ED 234 295 CG 016 889

Brown, William F.; Forristall, Dorothy Z.
Computer-Assisted Study Skills Improvement Program.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; College Students; *Computer Assisted Instruction; Computer Oriented Programs; Higher Education; Program Descriptions; Programed Instruction; *Programed Instructional Materials; *Program Effectiveness; Student Attitudes; *Student Improvement; Study Habits; *Study Skills

The Computer-Assisted Study Skills Improvement Program (CASSIP) is designed to help students develop effective study skills and academic attitudes, thus increasing their potential for scholastic success. The program contains four integrated items: Study Skills Surveys; Study Skills Modules, Study Skills Notebook; and Study Skills Test. The surveys are used to identify students needing improvement in study organization, techniques, and/or motivation. The computer provides interactive instruction on study skills and academic attitudes via the ten Study Skills Modules: (1) managing time; (2) improving memory; (3) taking lecture notes; (4) reading textbooks; (5) taking examinations; (6) writing themes and reports; (7) making oral reports; (8) improving scholastic motivation; (9) improving interpersonal relations; and (10) improving concentration. Students use the notebooks to take notes and answer questions about the concepts and methods presented by the computer. Counselors and instructors use the study skills test to identify students requiring additional help in learning the recommended concepts and methods. A fifth item, the Effective Study Exercises, is available to provide activities which support, clarify, and demonstrate the concepts and methods presented in the modules. The program was field-tested at three universities, and statistical analyses showed significant improvement in student study skills and academic attitudes. (WAS)

ED 234 310 CG 016 904

Lowery, Carol R.
Child Custody in Divorce: Parents Describe Their Decisions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Criteria; *Decision Making; *Divorce; Parent Attitudes; Parent Child Relationship; *Parents
IDENTIFIERS- *Child Custody

Research on children's adjustment following divorce suggests that the choice of custodial parent may be an important factor. To examine the process by which parents decide on custody of their children in a divorce, a sample of divorcing couples (N=55) drawn from a large urban county and three rural counties, participated in tape recorded interviews and completed two forms of the Custody Decision Form (CDF). In the first form parents rated the importance of 20 general criteria and 6 additional criteria if they applied. On the second form parents were also required to rate the extent to which each consideration favored either the mother or the father. Statistical analyses showed that mothers and fathers agreed on the relative importance of various criteria (e.g., continuity in the child's environment, quality of the parent-child relationship) but not on the extent to which each criterion favored either partner. Priorities actually used to decide custody (e.g., ability to provide financially, parent's sense of responsibility for the child's well-being) differed somewhat from those rated most important (e.g., emotional stability of the parent, suitability of the parent's lifestyle or morals, parenting skills). Parents rated themselves as more suitable for custody than they were rated by their partners. Generally, fathers were less satisfied than mothers with the custody arrangement (75 percent of the couples agreed on mother custody, 13 percent agreed on joint custody, and 10 percent had not yet decided). (WAS)

ED 234 342 CS 007 242

Wepner, Shelley B.
Reading and Flowcharting: Interfacing Functions of Computer Literacy.
PUB DATE- 7 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Diagrams; Elementary Secondary Education; *Flow Charts; Paragraph Composition; Reading Comprehension; *Reading Instruction; *Reading Skills; *Sequential Learning; *Teaching Methods

Flowcharting, a skill used to program computers, can be used to teach reading skills. Like programing, flowcharting requires knowledge of a particular content area and an understanding of how to process the information. Skills such as identifying the main idea and supporting details, sequencing ideas or statements, and distinguishing relevant from irrelevant facts reflect some of what is needed to flowchart any idea. A six-step system for teaching skills in both flowcharting and reading begins with the teaching of flowcharting symbols. The second step introduces the sequencing of ideas and events. Next, students are asked to organize ideas on a flowchart, which helps ease them into using flowcharts to organize ideas into sequential order. As a reading skill, it can be used for recognizing the main idea; identifying supporting details; identifying and using symbols, diagrams, and typographical aids; and identifying key or direction words. The fourth step requires students to write down steps for an activity in flowchart form. Particular emphasis is given to using symbols and typographical aids since the students are responsible for framing each statement. In the fifth step, questions are formulated for students to answer about the flowchart, thus indicating their ability to read and understand flowcharts. During the final step, students put a paragraph's ideas in flowchart form, using flowchart principles to reflect their comprehension. (HOD)

ED 234 358 CS 007 293

Townsend, David J.

Comparison of Sentence Processing in Listening and Reading among College- and School-Age Skilled and Unskilled Readers. Final Report.

Columbia Univ., New York, N.Y. The Libraries.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jun 83
GRANT- NIE-G-79-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comparative Analysis; Elementary Secondary Education; Higher Education; *Language Processing; *Listening Skills; Reading Comprehension; Reading Difficulties; Reading Instruction; *Reading Research; *Reading Skills; *Sentences; *Sentence Structure
IDENTIFIERS- Reader Text Relationship

Three sets of experiments compared skilled and unskilled college and school age (sixth through eighth grade) readers' processing of spoken and printed sentences in isolation and in story context. The two types of readers differed in their processing of the structural, thematic, and schematic properties of sentences in both reading and listening. The results demonstrated that reading and listening make use of similar language comprehension processes, that unskilled readers are also relatively unskilled listeners, and that effective comprehension involves an interaction of processes for perceiving and relating propositions and for integrating propositions with schematic expectations. School-aged unskilled readers were relatively deficient in propositional processing and tended to process spoken and printed sentences as a series of unstructured words. College-aged unskilled readers were relatively deficient in their strategies for relating propositions and tended to rely on expectations to form a representation of text. (Author/FL)

ED 234 373 CS 007 312

Gunnison, J.
The Role of Short-Term Memory in the Comprehension of Written Text.
PUB DATE- 4 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Elementary Secondary Education; *Language Processing; Long Term Memory; *Reading Comprehension; *Reading Instruction; Reading Skills; *Short Term Memory; Written Language

Current research on information processing suggests that short term memory plays a central role in the sorting and manipulation of text information during reading. Because an entire text cannot be processed simultaneously, successive "chunks" or units of information enter the short term memory where they are compared to the reader's previous experience. During the first processing cycle, one of the propositions is designated as the main idea. In succeeding cycles, information is added onto the short term memory buffer in the form of alterations to or additional support for the main idea. The coherent structure formed from these chunks of information is stored in the long term memory, and constitutes reading comprehension. As the ability to recognize key propositions is a key task in text comprehension, training in text organization skills may lead to a more directed use of the short term memory buffer and therefore to improved comprehension. (HM)

ED 234 389 CS 207 714

Sternglass, Marilyn S.
Writing Based on Reading: Reading Based on Writing.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; Higher Education;
*Logical Thinking; Prior Learning; *Reading Comprehension; *Student

Research; *Writing Processes; *Writing Skills
IDENTIFIERS- Inferences; *Reader Text Relationship; *Reading Writing
Relationship; Theory Practice Relationship

When using outside sources in their writing, students must learn to balance efficiency with effectiveness. In other words, they must express themselves clearly and quickly, providing readers with enough explicit information to create a causal chain based on reasonable inferences. Yet they must guard against being overly explicit, boring their readers with too obvious causal connections. By using their own prior knowledge and experience to reshape the source material, writers can introduce new information and arouse the readers' interest. Students must realize that they can only fulfill their own intentions as writers by satisfying their readers' needs. (MM)

ED 234 437 CS 504 245

Keep, Paul M.
The Federal Advisory Committee Act after Ten Years.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-474
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Advisory Committees; *Federal Government; Federal Regulation; *Freedom of Speech; Government Role; *Information Dissemination; Legal Responsibility; News Media; *News Reporting
IDENTIFIERS- *Federal Advisory Committee Act 1972; Freedom of Information; *Open Meetings

Noting that there are more than 900 advisory committees providing private-sector advice to federal decision makers, this report investigates how well these committees have complied with the 1972 Federal Advisory Committee Act (FACA), which was intended to make them more accessible to the public and reporters. Following an overview of the subject, the first section of the report examines the problems that prompted passage of the FACA, including the practice of some committees to meet in rooms so small that only their members could attend. This section also discusses various provisions of the act and exemptions to it. The second section, reviewing how well the FACA has worked in its first ten years, concludes that it has had limited success in opening meetings to the public and the press. The third section discusses specific violations of the act, especially of its provisions requiring committees to give "timely notice" of meetings, to keep minutes, and to supply the Library of Congress with copies of their reports. The final section discusses the prospects for changes in the FACA and concludes that there is no real interest in reforming the act or in making changes that would strengthen it. (FL)

ED 234 544 EC 160 411

Parent Helper: Handicapped Children Birth to Five. Cognition.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Cognitive Development; *Developmental Stages; *Disabilities; Infants; *Teaching Methods; Young Children

The third in a series of three booklets intended for parents of young handicapped children addresses cognition. The development of cognition is discussed and milestones charted from birth to age five. Learning processes are enumerated (using the senses, attending, exploring, adapting, imitating, and asking questions). Suggestions are given for parents to help their children develop cognitive skills through sensory experiences, building on past experiences, observing behavior, encouraging practice, and communicating with teachers and therapists. Ideas and activities are presented for making the home responsive and stimulating for infants, toddlers, and preschoolers. Examples of two young children are cited to illustrate ways in which parents can help their children develop cognitive skills. (CL)

ED 234 154 CE 036 789

Welch, Antoinette Wojciak; McCracken, J. David
Readability of Vocational Horticulture Instructional Materials. Summary of Research 31.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Agricultural Education; *Difficulty Level; *Horticulture; *Instructional Materials; Questionnaires; *Readability; Secondary Education; State Surveys; Teacher Characteristics; Teaching Experience; Textbook Evaluation; Vocational Education
IDENTIFIERS- Dale Chall Readability Formula; Ohio

A study examined the readability of vocational horticulture instructional materials used by 40 schools participating in the 1981 Ohio Horticulture Achievement Testing Program. During the first part of the study, researchers administered a mail questionnaire to 31 teachers to identify the materials that were used most frequently, to obtain descriptive data about the teachers, and to collect teacher estimates of the readability of the materials being used. Next, the researchers utilized the Dale-Chall Readability Formula to estimate the readability of 75 instructional materials. The analysis revealed that difficult vocabulary constituted from 16 to 29 percent of the vocabulary included in the sample texts. As did previous researchers, the designers of this study found only a nonsignificant correlation between readability scores and frequency of use. Because of the very low degree of association found between the respondents' length of teaching experience and the readability of the instructional materials that they used, the researchers concluded that increased teacher experience does not increase instructors' ability to estimate readability. In general, teacher estimates of student ability matched their estimates of the readability of instructional materials. In most cases, however, teachers underestimated the reading difficulty of materials as it was determined according to the Dale-Chall formula. (MN)

Skinkle, John D.
An Assessment of the Advisory Council for Technical-Vocational Education in Texas. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 79
CONTRACT- TEA-78230198
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adult Vocational Education; *Advisory Committees; *Evaluation; *Organizational Effectiveness; Postsecondary Education; Responsibility; Secondary Education; *Vocational Education
IDENTIFIERS- *State Advisory Councils; *Texas

This report of an assessment of the Texas Advisory Council for Technical-Vocational Education represents an effort to determine what effect the activities, recommendations, and operations of the council have had on vocational education in the state. Part 1 briefly describes the present context of vocational education, the role of the state advisory council, purpose of the study, and project objectives and methodology. Part 2 addresses the establishment, membership, and implementation of the Texas State Advisory Council. Attention is directed to the legislative history, composition, and operation of the council. A review and summary of the minutes of the council meetings are also provided. Part 3 presents an indepth review of council recommendations. This critique of recommendations includes an operational analysis, an assessment of effect, a determination of characteristics, and the consideration of congruency with available information. Part 4 provides a summary of findings as well as appropriate conclusions and recommendations for the council. Appendixes include council duties (Texas Education Code), council functions and responsibilities, a list of council publications, a record of minutes, council recommendations for 1970-1977, and a topical list of council recommendations. (YLB)

An Assessment of Vocational Agriculture Programs as Perceived by Female Students. Final Report.

Texas Tech Univ., Lubbock.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 30 Jun 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Access to Education; *Agricultural Education; Career Choice; Curriculum; Demography; Educational Facilities; Educational Opportunities; Employment Opportunities; *Enrollment Influences; *Females; Group Dynamics; Peer Acceptance; Questionnaires; *Sex Bias; Sex Fairness; State Surveys; *Student Attitudes; Student Motivation; Student Teacher Relationship; Teacher Attitudes; *Vocational Education

IDENTIFIERS- *Texas

A study assessed vocational agricultural programs throughout Texas as they were perceived by the female students enrolled in them. During the study, researchers administered questionnaires to a randomly selected sumple of 735 female students from 64 schools representing the 10 geographic areas of Texas. The students were asked to respond to questions pertaining to factors affecting female enrollment, curriculum-related areas, school factors, student-oriented areas, and employment opportunities. While the most prominent factor adversely affecting student enrollment was lack of acceptance by male vocational students, the following factors also had an adverse effect on the female students: inadequate opportunities for females to develop shop and livestock handling skills, inadequate information on career opportunities, and inadequate illustration of males and females performing the same agricultural tasks. In addition, the respondents felt that vocational agriculture teachers do not have high enough expectations of female students enrolled in vocational agriculture and indicated that administrators fail to encourage the enrollment of female students in vocational agricultural courses. It also appeared that females feel that they are less capable of performing agricultural tasks. (MN)

ED 234 209 CE 036 942

Lopez-Cox, Guadalupe
Nursing/LVN Course. Bilingual Vocational Instructional Materials.
Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; Course Content; Course Descriptions; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Instructional Films; Job Skills; *Lesson Plans; *Nurses Aides; Nursing; Nursing Education; Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

This course in licensed vocational nursing, one of a series of bilingual English-Spanish vocational education courses, is designed to teach basic nursing principles needed by nurses' aides to do nursing procedures and skills in the different health care institutions. It covers many areas, including the following: the health care system, personal care of patients, common nursing procedures, nutrition, medical asepsis, body mechanics, first aid, and cardiopulmonary resuscitation, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for nurses aides as a model for teachers to use to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

ED 234 223 CE 036 971

Garrison, L.
Application of Basic Math to Food Service I. Food Service. Basic Mathematics. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- SN-83-390
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Basic Education; Audiovisual Aids; *Basic Skills; Competence; Competency Based Education; Educational Resources; Exceptional Persons; *Food Service; Foods Instruction; Individualized Instruction; Learning Modules; Mainstreaming; *Mathematical Applications; Mathematics Instruction; Scripts; Secondary Education; Slides; Student Evaluation; *Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Special Needs Students

This module reviews the essential steps in basic mathematics as they are used in food service education. Special needs students using the module should be able to complete five applications of basic mathematics in food service with 90 percent accuracy. Designed for individualized instruction, the module consists of a teacher guide, a student guide, a student evaluation, a 35mm slide presentation and an audiocassette. The instructor guide contains an introduction, performance objectives, a script for a slide presentation, an answer key for the student evaluation, and answer keys for student worksheets. The student guide contains an introduction, performance objectives, procedures for using the module, information sheets, and a set of worksheets that further illustrate the computation steps involved in basic arithmetic and provide practice examples and exercises to directly involve the student in the review process. Topics covered include the following: stockroom mathematics, cost per item, weights and measures, temperature, time, metric conversions, and recipe modifications. (KC)

CG

ED 234 281 CG 016 875

Minder, Carolyn; And Others

A Comparison of High School and College Student Attitudes toward Recreationally-Used Drugs.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Age Differences; Behavior Patterns; *College Students; Comparative Analysis; Drinking; *Drug Use; Higher Education; High Schools; *High School Students; Recreational Activities; Social Attitudes; *Student Attitudes

Research has shown that drug use tends to increase during the college years, implying that college students have a more favorable view of drug use than high school students. To compare the attitudes of high school (N=367) and college students (N=260) toward nine recreationally used drugs, a semantic differential technique was used. Statistically significant differences were found between the groups for attitudes toward LSD, heroin, opium, and amphetamines, with high school students taking a more favorable attitude toward these drugs than college students. This finding is not in agreement with previous research and may reflect immaturity and lack of experience in the high school students. The fact that no significant differences were found for the most commonly used drugs, i.e., alcohol and marijuana, may reflect societal views regarding social acceptability, and the wide acceptance of marijuana and alcohol use among diverse segments of society. Another factor which may be involved is the increasingly frequent use of these drugs by young people. (AC)

ED 234 326 CG 016 920

Fling, Sheila; And Others
Creative Health for Elders through Psychology and Art: A Pilot Study.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Creativity; Exercise; Gerontology; Group Experience; *Holistic Approach; Interdisciplinary Approach; *Life Satisfaction; *Older Adults; *Participant Satisfaction; Physical Health; Pilot Projects; *Program Effectiveness; Psychophysiology; Self Esteem

Twelve community residents (10 women, 2 men; average age = 67) registered for a continuing education class in "creative living for elders." In 10 weekly, 2-hour sessions, a clinical psychologist and two artists led the group in exercise, muscle relaxation, regulated breathing, guided imagery, affirmations, and sensory awareness integrated with art activities in many media. Handouts guided the participants in similar weekly homework. A supportive atmosphere stimulated discussion of experiences. Pre-, post-, and 7-month follow-up testing revealed significant increases on Neugarten's Life Satisfaction Index A at both post- and follow-up testing. The increase on Rosenberg's 10-item Self-Esteem Scale and the decrease on Zung's Depression Scale approached significance at posttest. At follow-up, depression had decreased further, and the continued increase in self-esteem resulted in a significant difference from pretest. Fillenbaum's 3-item physical health scale and the Barron-Welsh Art Scale showed no significant changes. Anecdotal evidence indicated many benefits such as decreased depression, medication, and alcohol use. This pilot suggests that these psychophysical techniques integrated with art activities can be successfully implemented with older populations and have potential for improving their well-being. (Author)

ED 234 405 CS 207 827

Elementary Language Arts Curriculum Guide. Curriculum Guide LA-001-82.

New Orleans Public Schools, La.

PUB DATE- 82
AVAILABLE FROM- Supervisor of Language Arts, New Orleans Public Schools, 4100 Touro St., New Orleans, LA 70122 ($25.00).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Development; Curriculum Guides; Elementary Education; English Curriculum; *Integrated Curriculum; *Language Arts; *Listening Skills; *Reading Skills; *Speech Skills; Teaching Methods; *Writing Skills

Emphasizing the interrelationships of listening, speaking, reading, and writing, this curriculum guide for the New Orleans (Louisiana) Public Schools provides a comprehensive language program for each grade level from kindergarten through grade 6. Following brief statements of philosophy and objectives, the bulk of the guide is devoted to descriptions of activities at each grade level and across the four strands of the curriculum. Each description lists learner outcomes for the cognitive, affective, and psychomotor domains and titles of additional resources. A spiraling scope and sequence is provided for each grade level, indicating the steps necessary to reach specific goals. Appendixes contain a list of currently adopted texts in language arts for the Orleans Parish Public Schools; a bibliography of professional books; the word lists used by the State of Louisiana for its basic skills tests; and notes on listening, speaking, reading, and writing. (FL)

ED 234 420 CS 207 866

Langer, Judith A.; Applebee, Arthur N.
Learning to Manage the Writing Process: Tasks and Strategies.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Peer Evaluation; *Revision (Written Composition); *Student Motivation; *Teacher Role; *Teaching Methods; *Writing Evaluation; *Writing Processes; Writing Skills
IDENTIFIERS- Audience Awareness; Brainstorming; *Invention (Rhetorical)

Teachers can use a variety of techniques to help students learn to manage the writing process of generating ideas, writing, and revising material. To assist students in developing their ideas about a topic, acquiring additional information, and integrating new information with previous ideas--all part of the generating phase--teachers can give instruction in brainstorming, free association, freewriting, evaluating information, and selecting methods for organizing material. To provide young writers with relevant support and instruction during the drafting process, teachers can model unfamiliar genres, permit imitation in early drafts, allow class time for writing, and encourage nongraded writing such as journal writing. To help students learn when and how to revise, teachers can organize peer response and editing groups, model the revising process in class, engage in written dialogue with students about their evolving drafts, and provide time between drafts to allow students to reassess their own writing. (MM)

ED 234 453 CS 504 381

Delgado, Ramon
Models in the Teaching of Playwriting.
PUB DATE- 9 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Creative Writing; *Drama; Higher Education; Literary Criticism; Literary Devices; Literature Appreciation; *Models; *Playwriting; Writing Instruction
IDENTIFIERS- Best Short Plays (Title)

One of the best means to create student awareness of play structure is through assigned reading and classroom discussion of successful plays used as models. Various plays from the 1982 edition of "Best Short Plays" are appropriate for discussion of the following structures and techniques: (1) development of conflict and action, suspense, and episodic or collage structure, (2) dramatic issue, (3) characterization, (4) use of language, (5) creation of mood, (6) development of theme, and (7) techniques of comedy. Studying these plays and the principles they illustrate will not automatically make students better playwrights, but reading must help writers. Even poor plays may provide negative models and any work may expose the student playwright to a new interpretation of life. Like painters, playwrights experience three phases of growth: imitation, experimentation, and individual vision and mastery. Only after students understand the basic dramatic and theatrical forms should they be encouraged to experiment beyond them. (Titles from "Best Short Plays" from 1981, 1982, and 1983 that illustrate the aforementioned structures and techniques are appended.) (HTH)

ED 234 469 EA 015 851

Master Plan for Educational Facilities: West New York, Hudson County, New Jersey.
Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.
SPONS. AGENCY- West New York School District, NJ.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)
IDENTIFIERS- *New Jersey (West New York)

West New York is a city in New Jersey with a land area of 1.02 square miles and a population estimated in 1978 to be 42,500 persons. This master plan for educational facilities begins with an overview of the district and utilizes a number of maps to illustrate characteristics of the area, including its topography, relationship to key population centers and transportation routes, and locations of community facilities. The text describes local industry and business, environmental factors, and the current school system that consists of seven buildings. Demographic factors described in text, maps, and tables include zoning and land use, housing, transportation, population characteristics, and enrollment data and estimates. The section on the education program explains the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. Brief comments on each of the seven buildings, as well as site and floor plans, are provided. Tables giving the capacities and educational and physical evaluations of the buildings are in the appendix. (MLF)

ED 234 483 EA 016 066

Frechtling, Joy A.; Frankel, Steven M.
A Survey of Montgomery County Parents Who Transferred Their Children between Public and Private Schools in 1980-81.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Enrollment Influences; *Parent Attitudes; Parent School Relationship; Private Schools; Public Schools; *School Choice; Surveys; Tables (Data); *Withdrawal (Education)
IDENTIFIERS- Montgomery County Public Schools MD

This 1980-81 survey, which follows up a similar 1979-80 study, explores parents' reasons for transferring their children into or out of Montgomery County Public Schools (MCPS) in Rockville, Maryland. A total of 277 parents of students leaving MCPS for private schools in Maryland and 281 parents of students entering from private schools in Maryland were interviewed. The sample's subdivisions are students transferring to or from nonchurch schools and students transferring to or from church-related schools in grade 1 and grades 2 through 12. Study limitations arise from exclusion both of parents who transferred children into or out of private schools in Washington, D.C., or Virginia, and of parents whose children have always attended private schools. The study recommends that public school educators learn from private school practice. Three exhibits examine eight general categories of reasons (including religion, parental values, discipline, and costs) for initial enrollment in public or private schools and for private school withdrawal. Fourteen tables examine characteristics of students and parents involved in public or private school enrollment or withdrawal, reasons for such actions, and parent attitudes. Nineteen appendixes include survey instruments, correlations between percentages of minority students and transferring white students, and parent attitude statistics. (PB)

ED 234 497 EA 016 084

Ross, Doris

Collective Bargaining Issues Continue. Issuegram 3.

Education Commission of the States, Denver, Colo.

PUB DATE- 3 Jan 83

AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Administrative Policy; *Arbitration; Bulletins; *Collective Bargaining; Elementary Secondary Education; Postsecondary Education; *Scope of Bargaining; Teacher Strikes; Work Environment

IDENTIFIERS- National Labor Relations Act

The nature of education collective bargaining laws has not changed significantly since the movement reached a peak in the late 1960's. The District of Columbia and 31 states have laws providing bargaining rights to elementary-secondary teachers; 24 states provide bargaining rights to postsecondary faculty; 9 states permit teacher organizations to strike; and 17 states provide for arbitration of teacher contract disputes. Most states with bargaining laws require some form of mediation; some go even further and require binding arbitration. Most state bargaining laws are modeled after the National Labor Relations Act (NLRA) description of scope with interpretations varying widely. In the 1960's and the 1970's salary gains were the primary scope of bargaining; in the 1980's the focus is on working conditions, personnel procedures, and classroom duties. There is not enough evidence to determine the effects of bargaining on teacher salaries, quality, administration, or labor relations. State policymakers should know how the process works on their local levels, develop policies to help the process work, change policies slowly, and take into account state differences. A bibliography on the subject is included. (MD)

Burnes, Donald W.
Implementing the Education Block Grant. Issuegram 32.
Education Commission of the States, Denver, Colo
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Block Grants; Bulletins; Categorical Aid; Elementary Secondary Education; *Federal Aid; Federal Legislation; Financial Support; *Revenue Sharing; School Desegregation; *School District Spending; *State Government; *State Programs; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

Patterns of spending federal aid have shifted since Chapter 2 of the 1981 Education Consolidation and Improvement Act combined 29 existing programs into one block grant and placed the responsibility for allocating the funds with the states and local districts. Since 1982-83 Chapter 2 appropriations were 14.4 percent below funding for the antecedent programs, more than half the states now receive less aid. Chapter 2 funds are allocated to states on the basis of school age populations, and the states distribute at least 80 percent to districts using a state-designated formula based on school enrollments with adjustment for high-cost factors. An average of 73.6 percent of funds reserved at the state level are spent for educational improvement or support. Although desegregation was the largest of the programs replaced by the block grant, only eight states earmarked grant funds for that purpose. Because funding is low--averaging $6.07 per child with additional amounts for high-cost students--and the future of Chapter 2 appears uncertain, districts tend to spend the allocation on one-time costs such as instructional materials, rather than on staff. (MJL)

ED 234 140 CE 033 115

Jones, Eugene, Ed.
Revitalization of Basic Business Education at All Instructional Levels. National Business Education Yearbook, No. 20.
National Business Education Association, Reston, Va.
REPORT NO.- ISBN-0-933964-22-6
PUB DATE- 82
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Business Education; *Business Administration; Classroom Techniques; Consumer Education; Cooperative Programs; Economics Education; *Educational Improvement; *Educational Needs; *Instructional Improvement; Needs Assessment; Postsecondary Education; *Program Improvement; Relevance (Education); School Business Relationship; School Role; Secondary Education; Small Businesses; Teacher Education; Teaching Methods; Yearbooks
IDENTIFIERS- Business Law; Free Enterprise System; Revitalization; Special Needs Students

This yearbook, consisting of 15 papers, deals with the revitalization of basic business education at all levels of instruction. The focus of the papers is on revitalizing basic business education in general, revitalizing the subject areas of basic business eudcation, revitalizing business education through instructional strategies, and revitalizing basic business programs at specific instructional levels. Included in the volume are the following papers: "Basic Business Revisited," by Anne Scott Daughtrey and Robert Lee Baker, Jr.; "Current Issues and Implications for the Revitalization of Basic Business," by Les R. Dlabay; "The Impact of Consumer Education on Basic Business," by David Graf; "The Impact of Economic Education on Basic Business," by John E. Clow; "The Importance of Free Enterprise Education," by Gary R. Smith; "The Importance of Education for Small Business Management," by James Calvert Scott; "Business Law: Its Role in Basic Business Education," by Steven Golen; "The Role of General Business Education in Basic Business," by Thomas B. Duff; "Methods and Materials for Revitalizing Basic Business," by Betty J. Brown; "Effective Instructional Patterns for Revitalizing Basic Business," by Frank M. Busch, Jr.; "Basic Business Programs for Students with Special Needs," by Debra K. Kellerman; and "Basic Business Teacher Education Programs," by Charles R. Hopkins. (MN)

ED 234 182 CE 036 885

Cook, Jacqueline; Quinones, Anisia
Spanish Literacy Investigation Project.
Solidaridad Humana, New York, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Adult Learning; *Adult Literacy; Adult Programs; Agency Role; Annotated Bibliographies; Educational Practices; *English (Second Language); Fused Curriculum; Hispanic Americans; Instructional Materials; Limited English Speaking; *Literacy Education; Models; Program Descriptions; Program Development; *Program Implementation; Questionnaires; *Spanish Speaking; Surveys
IDENTIFIERS- 310 Project; *Spanish Literacy Investigation Project

The Spanish Literacy Investigation Project was implemented to identify adult Spanish literacy programs throughout the country, to explore the availability of relevant Spanish literacy teaching methods, to determine relevant elements between Spanish literacy and English as a Second Language (ESL), and to describe a model for incorporating a Spanish literacy program into an existing adult basic education program. During the first stage of the project, researchers conducted on-site visits, classroom observations, and personal interviews with administrators or participants in the following four programs: Instituto de Progreso Latino, in Chicago; Solidaridad Humana, in New York City; Universidad Internacional, in the West Town and Humble Park sections of Chicago; and Universidad Popular/Centro Latino, in Chicago. Next, the researchers reviewed current literature pertaining to Spanish literacy and adult learning in order to obtain information focusing specifically on language acquisition, the adult learner, ESL, and literacy. Based on a survey of the experiences of 26 agencies concerning their involvement in the field of Spanish literacy instruction, the researchers identified key elements of successful adult Spanish literacy programs. The final phase of the project resulted in an annotated list of Spanish literacy materials. (The bibliography is included in this report.) (MN)

ED 234 238 CE 037 013

Fessehaye, Michael
Basic Pneumatics. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. IE-109-I).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Engines; *Equipment Maintenance; *Equipment Utilization; *Fluid Mechanics; Guidelines; *Hydraulics; Instructional Materials; Learning Activities; Lesson Plans; *Pressure (Physics); Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Air Compressors; *Pneumatics

This instructor's guide is designed for use by industrial vocational teachers in teaching a course on basic pneumatics. Covered in the individual units are the following topics: an introduction to pneumatics (including the operation of a service station hoist); fundamentals and physical laws; air compressors (positive displacement compressors; velocity compressors; service and operation of a hand bicycle pump; and compressor installation, safety, and noise control); compressor accessories (air intake, silencers, and mufflers; air coolers and air dryers; receiver tanks; air filter, regulator, and lubricators; and disassembling, inspecting, and reassembling an air filter-regulator-lubricator unit); actuators (cylinders, pressure boosters, and pneumatic motors); and pressure and flow measurement. Each unit contains a note on the scope of the unit, lesson objectives, supplementary teaching and learning items, a student information assignment, an introduction, an outline of information to be covered, evaluation items, answers to the evaluation items, and transparency masters. (MN)

Progressing on the Job. Cooperative Occupational Education, Unit 13. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Development; *Cooperative Education; Dismissal (Personnel); Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Potential; Employment Practices; Job Performance; *Job Skills; Job Training; Learning Activities; Learning Modules; Personnel Evaluation; Personnel Policy; *Promotion (Occupational); Secondary Education; Seniority; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education; Work Attitudes

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop student awareness of factors that influence progress on the job. Emphasis is placed on how promotions are earned and given, positive and negative aspects of promotions, and reasons and processes for leaving a job. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 266 CE 037 083

Career Preparation Program Curriculum Guide for: Metal Fabrication, Welding.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-9258-0
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; *Blueprints; *Career Education; Cooperative Education; Course Descriptions; Curriculum Guides; *Engineering Drawing; High Schools; Learning Activities; Learning Modules; *Metal Industry; Metallurgy; Metals; *Metal Working; Postsecondary Education; Program Descriptions; Safety; Secondary Education; Sheet Metal Work; Trade and Industrial Education; *Welding

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the welding/metal fabrication program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from 1 to 19 modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 18 units in the grade 11 program and the 11 units in the grade 12 program include cooperative career preparation; shop practices, human relations, and safety; technical reading, writing, and reporting; fasteners; tools and equipment; mechanical drawing; soldering; gas welding; metallurgy; power saws, shapers, and milling machines; hot metals; sheet metal; grinding, polishing, and surface finishing; drilling, reaming, and tapping; lathes; air carbon arc cutting; blueprint reading; and rigging and material handling. Section four lists resource materials and contains a chapter on rigging and erection. (YLB)

ED 234 390 CS 207 740

Cox, Mark S.
Media Relations and the Content of Business News.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; *Attitudes; *Business; Content Analysis; *Media Research; *Newspapers; *News Reporting; Public Relations
IDENTIFIERS- *Business News; *Media Relations

A study was conducted to determine the extent to which content of business-related news stories was related (1) to the performance of the officials responsible for media relations, and (2) to the quality of the relationship between reporters and company officials. Eighty-nine stories pertaining to six businesses were selected from four newspapers and sent to the reporters and company officials responsible for each, along with a questionnaire. Company officials were asked questions concerning the accuracy and fairness of the stories, and both officials and reporters were asked questions concerning media relations. Results indicated that the perceptions of reporters and business officials concerning the source, message, and behavior of the source may be related to the ultimate content of news stories. The findings suggest that accuracy and fairness in a story cannot be viewed as the result of a reporter's work alone. Corporate officials must work for good coverage by developing their media relations skills and by striving to reconcile differing views, values, and perceptions between themselves and reporters. (FL)

ED 234 528 EC 160 092

La Educacion Especial para Ninos con Impedimentos Desde Recien Nacidos Hasta Cinco Anos de Edad = Special Education for Handicapped Children Birth to Five.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-83-6650
PUB DATE- May 82
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Due Process; *Parent Education; Preschool Education; Resources; Social Services; *State Programs; State Schools
IDENTIFIERS- *New York

The manual, in Spanish, describes programs and resources available for preschool handicapped children and their families in conjunction with the New York State Education Department. Section 1 on assistance in securing services, reviews the service provided by Early Childhood Direction Centers, and outlines the role of local Committees on the Handicapped. Section 2 focuses on six types of services. The Deaf Infant Program is designed to help children learn to communicate and to provide parents with training that will assist them in understanding and communicating with their child. State operated and state supported schools provide services to blind, deaf, and severely physically handicapped children beginning at age 3. Other programs include the Experimental Prekindergarten Program and Head Start programs. Some special education programs receive funding when parents petition for the costs of the services through Family Court. Major steps in petitioning include identification of the child as handicapped, review of the petition by the State Education Department, and the issuance of a court order by the Family Court. Minimum criteria for prior approval for Family Court petitions must be met in the following areas: handicapping condition, date of birth, tuition/transportation costs, program requirements, dates of submission, transportation, and prevention of delays. Another program, the Special Education Training and Resource Centers is geared to involve parents in the education of their young handicapped children through network training activities. Appended are a list of Early Childhood Direction Centers, sample forms, and a list of Special Education Training and Resource Centers in the New York State Training Network. (SW)

ED 234 545 EC 160 412

Teacher's Helper: Physical Fitness for Handicapped Students.
Maryland Association for Health, Physical Education, Recreation, and Dance, Towson.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Athletic Equipment; *Disabilities; Elementary Secondary Education; Exercise; Physical Education; *Physical Fitness; Student Evaluation

The booklet, intended for physical and special educators, and occupational, physical, and recreation therapists, deals with physical fitness for handicapped students. Background information on the importance and attainment of fitness is followed by general principles of physical fitness development (such as overload, progression, specificity, and body composition). Modification in assessment measures for cardiorespiratory endurance, muscular strength and/or endurance, flexibility, and body composition are considered, as are health and safety procedures in testing. Fitness program implementation is discussed in terms of goals and objectives, organization, and special considerations for students with orthopedic impairments, sensory impairments, intellectual limitations, and emotional disturbances. Additional sections cover selection of appropriate activities, adaptation of equipment, and

ways to sustain student interest. (CL)

ED 234 169 CE 036 839

Development of a Career Education Delivery System for Correctional Institutions.
Texas State Dept. of Corrections, Huntsville. Windham School District.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 15 Mar 79
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Adults; *Career Education; *Correctional Education; Correctional Institutions; Curriculum Development; Educational Needs; Educational Research; Prisoners; *Program Development; Student Needs; Surveys
IDENTIFIERS- *Windham School District TX

The Windham School District sought to determine the extent of career education within the adult corrections field and the adequacy of the program and designed a pilot model of a career education delivery system in a correctional setting. (The Windham School District provides a school program to serve the educational needs of persons incarcerated in the Texas Department of Corrections who are not high school graduates.) A survey of the states assessed the extent, scope, and quality of career education in adult correctional institutions. Inmates were tested to identify student career educational needs. Seminars were the setting for inservice training of the selected staff, and training material was procured and/or developed. It was concluded that very little, if anything, was being done to introduce or implement career education in a correctional setting. It was recommended that the pilot program that was implemented at two sites be expanded and developed within the Windham School District. (Appendixes, amounting to approximately three-fourths of the report, include a proposal for the research project; the Model Delivery System for Career Oriented Education in a Correctional Setting, that covers planning the design, implementation, and evaluation; sample survey forms; and survey results and data.) (YLB)

ED 234 296 CG 016 890

Moore, Kathryn M.
What to Do until the Mentor Arrives? Professional Advancement Kit.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- National Association for Women Deans, Administrators, and Counselors, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- National Association for Women Deans, Administrators, and Counselors, 1625 I Street, N.W., Suite 624-A, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Selection; College Administration; *Females; Higher Education; Leadership; *Mentors; Position Papers; *Power Structure; Professional Autonomy; *Professional Development

Mentoring is a form of adult socialization for professional-level and leadership roles, and plays a critical part in developing leadership for the academic administration of colleges and universities. Sexism in these high level positions means that men, who are most likely to be mentors, choose other men as proteges, leaving women without access to the top of the work structure. Interviews with mentors and their proteges have shown that the mentor serves as a link between the pool of qualified candidates and the inner circle of leadership. After selecting a candidate, the mentor provides his protege with opportunities to learn and practice, and to increase knowledge, performance, and motivation. A mentor is usually found through performing an important and visible task. Once chosen, the gates of the inner leadership circle begin to open for the protege and contacts are developed through a colleague system. The protege's competence is developed or tested by the mentor. The mentor ensures that the protege learns the standards of the leadership group; he also determines the trustworthiness of the protege, and maintains control of the leader selection process. The protege establishes trust by being available, accessible, predictable, and loyal. The disadvantages of the protege role include role entrapment and tokenism, both of which curtail professional growth. Women may not gain a mentor or access to high levels of leadership without a struggle, but rather than waiting to be chosen they can share the professional knowledge and power they currently hold. (WAS)

ED 234 311 CG 016 905

Keller, John W.; Piotrowski, Chris

Psychological Testing: Trends in Masters Level Counseling Training Programs.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counselor Educators; Counselors; *Counselor Training; Diagnostic Tests; Higher Education; *Masters Programs; *Personality Assessment; Personality Measures; *Projective Measures; *Psychological Testing; Surveys

Masters level counseling graduates often provide clinical services in applied settings. To investigate the status of psychodiagnostic testing in masters level counseling (terminal) programs in the United States, all 48 masters level counseling training programs (excluding those with doctoral level training) received a one page questionnaire. Thirty-two questionnaires were returned, for a 67 percent response rate. Results showed that 69 percent of the programs were eclectic in orientation and 22 percent had a humanistic orientation; other theoretical orientations were minimally represented. Projective personality testing was not considered a crucial skill at the masters level. However, one-third of the respondents deemed objective personality assessment and intelligence testing required areas. While 38 percent indicated an increase in objective personality assessment, only 9 percent envisioned an increase in projective techniques. Counselor educators evidenced little faith in the methodological soundness of projective techniques, and favored objective approaches with research credibility. (MCF)

ED 234 343 CS 007 249

Raphael, Taffy E.; And Others

Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships. Technical Report No. 284.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Utah Univ., Salt Lake City. Center for Educational Practice.
PUB DATE- Jul 83
CONTRACT- 400-81-0030
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; Discovery Processes; Grade 4; *Information Sources; *Inservice Teacher Education; Intermediate Grades; Learning Theories; *Questioning Techniques; *Reading Comprehension; Reading Instruction; *Reading Research; Student Teacher Relationship; Teacher Role; Teacher Workshops; Teaching Methods; *Training Methods

A study was undertaken to evaluate the effectiveness of a training program to help teachers instruct students in finding the relationship between questions designed to test their comprehension of a text and the location of possible information for answering those questions. Specifically, the study examined whether training would enhance student performance in three areas: (1) sensitivity to the task demands of the question, (2) quality of answers, and (3) consistency between their identification of the task demands of a question and the source of information needed for the answer. Subjects were 10 fourth grade teachers and 180 of their students from a semi-rural western community. Three of the teachers were trained in a traditional half-day workshop, three received more extensive training that included provision of specific materials and weekly monitoring and feedback by researchers, and four served as controls. The performance of high ability students was superior to that of average students, and both groups performed better than did low ability students. Performance on text based questions was higher than that on knowledge based questions. Both groups of trained students were generally superior to control group students in their response quality, and students whose teachers had received more extensive training were better able to identify the information source required by a given question, although they did not differ in their consistency or response quality. (Author/FL)

ED 234 359 CS 007 294

Greaney, Vincent; Neuman, Susan B.
Exploring the Functions of Reading: A Cross-Cultural Perspective.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Communication Research; Comparative Analysis; Cross Cultural Studies; Elementary Education; Females; Males; *Need Gratification; *Reading Habits; *Reading Interests; *Reading Material Selection; Reading Research; Research Methodology; *Sex Differences
IDENTIFIERS- Ireland; United States

To determine if purposes in reading differ with sex, grade level, and nationality, a 16-item "Functions of Reading Scale" (developed from content analysis of student essays on why they like to read) was administered to 459 Irish (Dublin, Ireland) and American (Windham, Connecticut) students in grades three, five, and eight. Data analysis, revealing three main reasons for reading--enjoyment, utility, and escape--also showed several interesting trends: (1) girls read more for enjoyment while boys read for utilitarian purposes, (2) students in fifth grade had the highest enjoyment scores and those in third had the highest overall scores in utility and escapism, and (3) Irish students read more often for enjoyment and utility and less often for escapist reasons than did Americans. While limited by a small and possibly not representative sample, the research nevertheless indicated the usefulness of the "uses and gratification" approach of mass communication research, which assumes that subjects actively pursue communication materials on the basis of predetermined needs. (MM)

ED 234 374 CS 007 314

McConkie, George W.; And Others
What is the Basis for Making an Eye Movement during Reading? Technical Report No. 287.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Sep 83
CONTRACT- 400-76-0116
GRANT- NIMH-MH-32884
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; *Eye Fixations; Eye Movements; *Language Processing; *Visual Perception; *Visual Stimuli
IDENTIFIERS- *Saccadic Eye Movements

At some time during every fixation a decision is made to move the eyes, directing them to a new location in the stimulus array. To understand the eye movement control processes, three general hypotheses concerning the cognitive basis for deciding to move the eyes were investigated: the saccade (movement) initiation time is determined only on the basis of information obtained prior to the current fixation; the saccade initiation occurs only after all processing of the presently viewed information has been completed; and the saccade initiation occurs when some processing event takes place before the processing of current information is completed. A review of current research indicates that (1) the time of initiating a saccade can be influenced by visual information acquired on the fixation which terminates in that saccade; (2) processing of the information is not necessarily completed by the time of the decision to move the eyes; (3) with fixations too short to process information, the next saccade must be based entirely on prior information; and (4) part of the variability in the saccade onset time may be associated with the amount of processing time elapsing before the information is utilized. (MM)

ED 234 406 CS 207 846

Lindemann, Erika
Teaching as a Rhetorical Art.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; *Classroom Techniques; Higher

Education; *Student Needs; Student Teacher Relationship; *Teacher Effectiveness; Teacher Role; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness; *Rhetorical Science; Voice (Rhetoric)

Teaching always occurs in a rhetorical context. It involves discovering and maintaining a proper balance among three elements at work in any communicative effort: the available arguments about the subject itself, the interests and peculiarities of the audience, and the voice of the speaker. Teacher management of the classroom, writing assignments, and comments on student papers reflect this rhetorical stance. Effective teachers emphasize classroom writing practice over formal lectures. They spend significantly less time talking about writing than other teachers might but plan many more activities that encourage students to plan, draft, and rewrite progressively more complicated pieces. Conscious of student needs, they compose each writing assignment carefully--assessing its relationship to previous work, anticipating possible problems, and planning other material to supplement the assignment. They use marginal comments and endnotes as a written dialogue with students about their writing, a private tutorial that explains not just what to do but how. Concerned with the relationships among students, teachers, and the composing process, the teaching of writing is necessarily a rhetorical art. (MM)

ED 234 421 CS 207 871

McIlvaine, Robert M.; Condravy, Joan C.
Writing Across the Curriculum: An Annotated Bibliography.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Content Area Writing; Curriculum Development; Educational Theories; Elementary Secondary Education; Newsletters; Program Development; Staff Development; Textbook Evaluation; *Writing (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS- Theory Practice Relationship; *Writing Across the Curriculum

Intended for elementary and secondary school teachers and curriculum planners, the more than 200 titles annotated in this bibliography discuss the theory and practice of teaching writing in the content areas. The citations are organized into seven sections: (1) writing theory and instruction, (2) writing-across-the-curriculum theory, (3) institution-wide programs, (4) writing in the content areas, (5) faculty development, (6) textbooks, and (7) newsletters. The articles were drawn primarily from professional journals and the ERIC database. (HTH)

ED 234 438   CS 504 250

Lyle, Marguerite R.
Teaching Listening Skills for Parents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; *Family Relationship;
*Interpersonal Communication; Listening Habits; *Listening Skills;
Nonverbal Communication; Parent Education; *Parents; Role Playing;
Verbal Communication; *Workshops
IDENTIFIERS- *Family Communication; Louisiana

Because many parents are beginning to recognize the need for improvement in family communication, a lecture-forum program presented in the South Louisiana area encompasses the skill of listening to children. Defining communication as any behavior that carries a message that is perceived by someone else, the program explores the difference between verbal and nonverbal communication and emphasizes the importance of nonverbal communication. The first major area, the discussion of listening, covers possible reasons why parents listen poorly, such as making up their minds in advance or interrupting. The presentation then moves to suggestions for improving listening habits, including looking at children when they are speaking and learning to read nonverbal signals. When time permits, small groups discuss topics, using the Rogerian Technique. If the groups are interacting well, they may illustrate varying levels of empathy through role-playing situations involving a child who has been caught lying, or a teenager who has broken up with a steady date. The program then administers a listening survey to help parents survey their own habits once those habits have been discussed. This survey can also be used as a point of discussion in a small group. The presentation can be condensed to 30 minutes or expanded to a 3-hour workshop. Evaluations of the workshop format have been consistently high. (The listening survey and a list of workshop objectives are appended.) (HTH)

ED 234 454 CS 504 383

Levinson, Paul
Information Technologies as Vehicles of Evolution.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Epistemology; *Evolution; Information Dissemination; Knowledge Level; *Technological Advancement; Technology Transfer

IDENTIFIERS- *Knowledge Utilization

Technology contributes to the growth of human knowledge in five distinct, though overlapping, ways: (1) all technologies are material embodiments and thus more or less durable records of ideas that have survived some test with external reality; (2) telescopes, microscopes, and similar technologies extend external experience and knowledge to areas beyond human perception; (3) computers help people generate knowledge from otherwise overwhelming quantities of experiences; (4) the abstraction permitted by speech, writing, and similar media facilitate the evaluation and dissemination of knowledge; and (5) audiovisual media permit criticism and dissemination of relatively concrete representations of external reality. As the implementation of knowledge through technology significantly alters external reality, technology itself appears to play a decided role in our planet's evolutionary process. Neither human knowledge nor technology is free of unintended consequences, but they do inject an element of direction, deliberation, and planning into a naturally selective universe, which presumably previously had none. Through the expression of human knowledge in technology, the future of the universe lies in the human mind, and thus in the future technologies that assist it. (HOD)

ED 234 155 CE 036 792

National Council on the Handicapped. Third Annual Report.
National Council on the Handicapped, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Cooperation; Annual Reports; Data Collection; *Delivery Systems; Developmental Disabilities; *Disabilities; Educational Needs; *Educational Research; Elementary Secondary Education; Employment Projections; Information Systems; Labor Needs; Medical Research; Needs Assessment; Occupational Information; Program Development; Program Evaluation; Program Implementation; Program Improvement; Public Policy; Research Needs; Research Projects; *Special Education; State Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Interagency Committee on Handicapped Research; *National Council on the Handicapped; National Institute of Handicapped Research; Rehabilitation Services Administration; Social Security

During its third year of operation, the National Council on the Handicapped continued to develop priorities for the National Institute of Handicapped Research (NIHR) and worked to identify all research on disabilities and handicaps that is currently underway. In addition, the council's Committee on Services undertook a review and assessment of policies, programs, legislation, and priorities related to federally supported services for disabled and handicapped persons. Addressed by the council's research committee were the state of current research and the need for future research pertaining to disabilities and handicaps. Included among the other activities that the council oversaw in 1982 were the provision of vocational rehabilitative services by the Rehabilitation Services Administration to over 200,000 persons; comprehensive research by the NIHR on the long-term consequences and care of disabilities; the development of a computerized repository for data on all federally funded rehabilitation research; provision of grants to support preschool, elementary, and especially secondary education programs; and efforts to resolve the problems of disabled persons receiving Social Security. (Appendixes to this report include biographies of the 1982 council members, a discussion of the committee structure of the council, the text of its bylaws, descriptions and goals of the Interagency Rehabilitation Research Information System and the Interagency Committee for Handicapped Research, and a list of federal agencies funding rehabilitation research.) (MN)

ED 234 196 CE 036 917

Nelson, Susan L.
An Analysis of Characteristics Which Most Enable Low Income Heads of Household Women to Complete Technical Training Programs. Final Report.
San Antonio Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jan 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Counseling Services; Dropout Research; *Educational Attainment; Educational Needs; Educational Status Comparison; Employer Attitudes; Evaluation Methods; *Females; Field Tests; *Heads of Households; *Individual Characteristics; Low Income; *Low Income Groups; Measurement Techniques; Needs Assessment; Postsecondary Education; School Counseling; Services; Student Evaluation; Systems Approach; Teacher Attitudes; *Technical Education
IDENTIFIERS- Assessment Instruments; Comprehensive Assessment and Support Systems; San Antonio College TX

A study analyzed the characteristics that are most responsible for enabling low-income female heads of household to complete technical training programs. The research project was undertaken for the purpose of developing a comprehensive assessment and support system (CASS) to aid women enrolling at one of three target technical programs at San Antonio Technical College in Texas. During the project the following three substudies were conducted: an interview of area employers of San Antonio Technical College graduates; a survey of San Antonio Technical College instructors in data processing, drafting, and electronics; and selection and field testing of the CASS battery. The researchers found that an internal locus of control and a high degree of socialization are necessary but not sufficient characteristics that enable low-income female heads of household to complete technical programs. Included among the many factors that can negatively affect the academic success of these women are financial problems, family responsibilities, lack of time to study, child care problems, and transportation. Therefore, to be effective, a CASS to assist low-income female heads of household should involve the use of several known personal and performance assessments and should include supportive services in the form of financial aid, child care, peer support, internality workshops, general independence workshops, and employability skills development workshops. (MN)

ED 234 210 CE 036 943

Lopez-Cox, Guadalupe

Food Service Course. Bilingual Vocational Instructional Materials.

Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; *Cooking Instruction; Course Content; Course Descriptions; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Food; *Food Service; Instructional Films; Job Skills; *Lesson Plans; Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

This course in food services, one of a series of bilingual English-Spanish vocational education courses, is designed to familiarize the student with the food service operation of a restaurant, cafeteria, fast-food operation, hospital, nursing home, industrial or educational facility, food caterer, or bakery. The student should become versatile in the performance of a variety of food service tasks and food service operations. The course covers basic information about food service occupations, sanitation, safety, nutrition, equipment, techniques of food preparation, work stations, customer service techniques, food transportation, storeroom control, and food service management, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for food service workers as a model for teachers to use to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

ED 234 224 CE 036 972

Wilson, J.
Application of Basic Math to Cooperative Occupational Education. Cooperative Occupational Education. Basic Mathematics. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- SN-83-380
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Basic Education; Audiovisual Aids; *Basic Skills; Competence; Competency Based Education; *Cooperative Education; Educational Resources; Exceptional Persons; Individualized Instruction; Learning Modules; Mainstreaming; *Mathematical Applications; Mathematics Instruction; Scripts; Secondary Education; Slides; Student Evaluation; *Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Special Needs Students

This module reviews the essential steps in basic mathematics as they are used in cooperative occupational education. Special needs students using the module should be able to complete five applications of basic mathematics in cooperative occupational education with 90 percent accuracy. Designed for individualized instruction, the module consists of a teacher guide, a student guide, a packet of module tests, a 35mm slide presentation, and an audiocassette. The instructor guide contains an introduction, performance objectives, a script for a slide presentation, an answer key for the module tests, and suggested instructional methods. The student guide contains an introduction, performance objectives, procedures for using the module, information sheets, and worksheets. Topics covered include the following: making change, cash register reports, taking inventory, filling orders, and figuring sale prices. (KC)

ED 234 282 CG 016 876

Fortune, Marie M.; Hormann, Denise

Family Violence: A Workshop Manual for Clergy and Other Service Providers.

Center for the Prevention of Sexual and Domestic Violence, Seattle, WA.
SPONS. AGENCY- Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- 82
GRANT- LEAA-79-DF-AX-0237
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Battered Women; *Child Abuse; Clergy; Community Education; *Community Involvement; Family Problems; Human Services; *Religious Organizations; Resource Materials; *Rural Areas; Training Methods; *Workshops
IDENTIFIERS- *Family Violence

This workshop manual is an education and training resource tool for the religious community, both individuals and groups, working to mobilize resources in response to sexual and domestic violence in rural areas. The first section presents an approach to education and training on family violence (goals; where to begin, how to proceed, and why; cautions for workshop design; a discussion of values and principles); an outline of workshop goals and objectives; and tips for workshop planning and workshop leaders. Section 2 presents models for a 1-day workshop (focusing primarily on spouse battering), and for a 3-day workshop (focusing on spouse abuse, child abuse, and religious issues and local strategies). The format for the models consists of time recommendations, content and procedures, and materials needed for each area of content and procedure. In addition to the two models, information on general public presentations is included to aid local planning committees or task groups in preparing their presentations. Sample presentations and commentaries for a 1-day workshop on topics including a response to family violence, the person who batters, victims of spouse abuse, the incest offender, non-offending parents of incest victims, and commentaries on religious and rural issues in family violence are also provided. The appendix contains descriptions of six successful rural family violence programs, including contact people for further information; an annotated bibliography with information on incest, spouse abuse, religious issues, and other resources; a questionnaire on family violence; workshop evaluation forms; sample brochure and registration form; and reprints of four articles on domestic violence. (JAC)

ED 234 327 CG 016 921

Carducci, Bernardo J.; Ogan, Tamra A.

What Is Beautiful Feels Good: Affective Reactions to Physical Attractiveness.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Attribution Theory; Behavior Patterns; Bias; College Students; *Emotional Response; *Evaluation Criteria; Higher Education; *Interpersonal Attraction; *Sex Differences; Social Cognition
IDENTIFIERS- *Physical Attractiveness

Previous research has consistently demonstrated that variations in physical attractiveness elicit different evaluative and behavioral responses. To assess differences in affective responses to variations in physical attractiveness and the affect of sex on those responses, 76 college students (31 male and 45 female) viewed colored slides of an attractive or unattractive member of the same or opposite sex. The attractiveness classification of the target slides was based on ratings from a pilot study. Subjects then indicated their reaction to the target person on the Impression Formation Index, a seven-point scale. As predicted, physically attractive individuals evoked more favorable affective reactions than did unattractive individuals; this relationship was especially true of opposite sex individuals. For same-sex individuals, unattractive individuals evoked more favorable affective reactions than did attractive individuals. Future research might assess the evaluative, behavioral, and affective dimensions of the physical attractiveness stereotype to determine the extent to which they are related with the affect-attraction theoretical framework. (Author/JAC)

ED 234 470 EA 015 894

Berger, Michael A.
Predicting Succession under Conditions of Enrollment Decline.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 13 Apr 83
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Evaluation; Administrator Role; Board Administrator Relationship; Case Studies; *Change Strategies; *Declining Enrollment; Discriminant Analysis; Educational Administration; Elementary Secondary Education; *Performance; *Politics of Education; Predictor Variables; School Community Relationship; School Districts; Statistical Surveys; *Superintendents
Three possible explanations for superintendent succession focus on poor administrative performance, district response strategies, and the politics of the chief executive's relationship with the school board. To analyze succession in the context of declining enrollment, a case study survey was conducted of 56 school districts whose peak enrollment year was 1970-71 or before. Data from these districts were gathered over a 10-year period to allow enough time for succession to occur. Performance was measured according to three variables (pupil-teacher ratio, per pupil expenditures, and facility utilization), district response according to 10 strategies (including lobbying for tax increases, freeze hiring, and reduction-in-force), and the politics of succession in terms of the superintendent's relationship to three constituencies: the board, teachers, and community. Results of discriminant analysis of survey findings confirm the usefulness of performance, strategy, and political variables as predictors of executive succession. The data suggest that the superintentent's relationships with the board and the community are of particular political significance and that bold administrative response strategies and high per pupil expenditures tend to result in succession. Superintendent-community relations, superintendent-board relations, response scope, and per pupil expenditures thus emerge as the four principal factors distinguishing succession and nonsuccession districts. A 44-item reference list is appended. (JBM)

ED 234 484 EA 016 070

Financing Public Education in Oregon. Summary Report.
Berney (Don) & Associates, Portland, OR.; Chastain Economic Consulting, Salem, OR.
SPONS. AGENCY- Foundation for Oregon Research and Education, Portland.
PUB DATE- Apr 83
AVAILABLE FROM- Foundation for Oregon Research and Education, 1708 S.W. Columbia Street, Portland, OR 97201 (Four Technical Reports available as a set only for $20.00; see EA 016 071-074).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Community Colleges; *Educational Finance; Elementary Secondary Education; Financial Needs; Financial Problems; Higher Education; Intermediate Administrative Units; *Public Education; State Colleges; State Universities; *Statewide Planning
IDENTIFIERS- *Oregon

This report summarizes the findings of four technical studies on public education finance in Oregon. After describing the intent and scope of each of the studies, the report sketches the general conclusions reached on the structure of the public educational system in Oregon, the state's General Fund, and the financing of each sector of Oregon public education (elementary, secondary, education service districts, community colleges, and higher education). Attention is focused on findings on elementary and secondary level finance--the most costly of Oregon's public education expenses. (JW)

ED 234 498 EA 016 085

Odden, Allan
Low-Cost School Improvement. Issuegram 5.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Role; Basic Skills; Bulletins; Cost Effectiveness; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Instructional Improvement; Leadership Responsibility; *Policy Formation; *School Effectiveness; Staff Development; Teaching Methods; Time on Task

Research-based strategies for improving educational quality with limited resources include: (1) leadership by school administrators in making better student performance in the basic skills a goal for schools, (2) increased time on academic tasks, (3) redesign of the instructional program to focus on basic skills, (4) improved teaching practices, and (5) long-term staff development. Additional strategies involve regulatory change--focused on licensing and accrediting standards--and cover four broad elements of the school program: time, curriculum content, teaching materials and technology, and the quality of teachers and administrators. (MLF)

ED 234 514 EA 016 101

Lines, Patricia M.
Prayer, the Bible and the Public Schools. Issuegram 33.
Education Commission of the States, Denver, Colo.

PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Constitutional Law; *Court Litigation; Elementary Secondary Education; Higher Education; *Public Schools; *Religion; School Law
IDENTIFIERS- *School Prayer

By considering the historical background, relevant court decisions, constitutional alternatives, and practical and political implications, this paper examines the legal issues surrounding proposals calling for prayer, Bible reading, or posting of the Ten Commandments in public schools. Historically, the secularization of public schools occurred when educators sought to redesign them for all children by eliminating or modifying religious material. Since the Supreme Court decisions in the early 1960's declaring prayer in public schools unconstitutional and similarly excluding Bible reading as a religious exercise, subsequent litigation has addressed the issues of religion in the schools. Among the alternatives to school prayer permitted by the United States Constitution are private unobtrusive prayer, student-initiated group prayer, and the secular study of religious materials. Moreover, though polls show public support for a constitutional prayer amendment, such proposals are often defeated when put to a vote. Such defeats imply rejection of a constitutional amendment providing official encouragement for religion. (PB)

ED 234 141 CE 035 216

Ricard, Virginia B.
Self-Directed Learning: Exploring the Fears.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Adult Learning; Adult Programs; *Adult Students; College Programs; *Fear; Higher Education; *Independent Study; *Nontraditional Education; Program Design; Program Development
IDENTIFIERS- Formal Education

Many degree programs for adults include a self-directed learning component to offer learners the opportunity to use mature skills in a flexible learning environment. Problems with making the self-directed component work may be the learning setting, learner attitudes, and fears of both skilled and less skilled adult learners. Some learner fears are best understood through a comparison of self-directed learning as carried out in formal and informal settings. Adult learners control their learning direction outside formal settings and share control within. The increased number of initiators within the formal setting often complicates the learning process, and learners may seek to clarify the roles of persons involved. Institutional credibility is strengthened by the provision of clear expectations and role definitions. The traditional grading process also presents barriers to the effective facilitation of self-directed learning. Other major areas of concern are how self-directed the program will be, how program expectations will be clarified for learners, program standards, and the program definition of self-directed learning. These fears must be recognized and dispelled to develop effective self-directed learning programs in formal settings. (YLB)

ED 234 183 CE 036 889

Fair, George W.
Handicapped Students in Regular Vocational Education: Impact on Class Interaction and Instructional Variables. Final Report.
Texas Univ., Dallas.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Techniques; Curriculum Development; *Disabilities; *Group Dynamics; Individualized Education Programs; Individual Needs; Instruction; Interaction; Interaction Process Analysis; *Mainstreaming; Peer Acceptance; Peer Relationship; Program Implementation; Questionnaires; Secondary Education; State Surveys; Student Characteristics; *Student Teacher Relationship; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- Impact Studies; Texas

A study examined the impact of teaching handicapped students in regular vocational education classrooms on class interaction and instructional variables. During the study, researchers conducted individual interviews with 22 vocational education instructors from 11 randomly selected school districts throughout Texas and later conducted a total of 678 thirty-six minute observation periods of the vocational classes taught by these same 22 teachers. Based on their analysis of the data obtained from the class observations and instructor interviews, the researchers concluded that over 90 percent of the timed classes were organized as a group with handicapped students participating fully within the group. Ninety-six percent of the vocational instructors stated that the general interactions of handicapped and nonhandicapped students in the vocational setting were positive. While 87 percent of the teachers had not seen a copy of their students' individualized education programs (IEP), all of the vocational instructors were individualizing instruction for the handicapped students in their classrooms. Generally speaking, the modifications that were made for the handicapped vocational students were of an instructional nature and did not entail any excess costs. Recommendations were made calling for more hands-on activities and more one-to-one instruction for the handicapped students in regular vocational settings. (MN)

ED 234 239 CE 037 015

Introduction to Cooperative Occupational Education. Instructor Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Career Education; Competency Based Education; *Cooperative Education; Course Descriptions; Curriculum Guides; Secondary Education; Vocational Education

IDENTIFIERS- *Special Needs Students

This guide provides an introduction to a cooperative occupational education curriculum developed for special needs instructors and students. It contains a table of contents that lists the 20 units in the curriculum and a brief outline of the information topics covered in each unit. A section on use of the curriculum describes the component parts of the materials (objectives, suggested activities, information topic sheets, transparency masters, assignment sheets, and unit reviews) and discusses how to create instructional management plans for a mmodified cooperative occupational education curriculum. The general reference list is a source of all materials referenced in the curriculum; both print and audiovisual sources are included. (YLB)

ED 234 253 CE 037 029

Job Safety. Cooperative Occupational Education, Unit 14. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accident Prevention; Accidents; Behavioral Objectives; Career Development; *Cooperative Education; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Potential; Injuries; *Job Skills; Job Training; Learning Activities; Learning Modules; *Occupational Safety and Health; Safety; *Safety Equipment; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education; Work Attitudes

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to provide students with information relative to job safety. Emphasis is placed on monetary and personal costs of accidents, causes of accidents on the job, and how accidents can be prevented. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 267 CE 037 084

Career Preparation Program Curriculum Guide for: Metal Fabrication, Sheet Metal.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-9259-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; *Career Education; Cooperative Education; Course Descriptions; Curriculum Guides; Engineering Drawing; High Schools; Learning Activities; Learning Modules; *Metal Industry; Metallurgy; Metals; Metal Working; Postsecondary Education; Program Descriptions; Safety; Secondary Education; *Sheet Metal Work; Trade and Industrial Education; *Welding

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the sheet metal fabrication program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from 1 to 19 modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 18 units in the grade 11 program and the 12 units in the grade 12 program include cooperative career preparation; shop practice, human relations, and safety; technical reading, writing, and reporting; fasteners; tools and equipment; mechanical drawing; soldering; gas welding; oxyacetylene welding, brazing, and cutting; shielded metal arc welding; metallurgy; power saws, shapers, and milling machines;

hot metals; grinding, polishing, and surface finishing; drilling, reaming, and tapping; lathes; basic drawing; applied mathematics; layout and fabrication; parallel and radial line development; triangulation; and rigging and material handling. Section four contains resource projects and a chapter on rigging and erection. (YLB)

ED 234 391 CS 207 743

Acharya, Lalit
Practitioner Representations of Environmental Uncertainty: An Application of Discriminant Analysis.
PUB DATE- 7 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; *Discriminant Analysis; Job Analysis; Job Satisfaction; *Media Research; *Organizational Climate; *Public Relations; *Research Methodology; *Work Environment

Multiple discriminant analysis was used to analyze the structure of a perceived environmental uncertainty variable employed previously in research on public relations roles. Data came from a subset (N=229) of a national sample of public relations practitioners belonging to the Public Relations Society of America, who completed a set of scaled items measuring the simple-complex dimension (the number of factors perceived as relevant to decision-making behavior) and static-dynamic dimension (the degree to which these important factors are seen as stable) of the work environment. An additional question was used to break down the sample into four role model categories: (1) expert, (2) technical services provider, (3) communication process facilitator, and (4) problem solving process facilitator. Overall, it was shown that the multiple discriminant analysis technique unearthed a hitherto hidden dimension of "threat" in the public relations practitioner's environment. The static-dynamic dimension, although altered by the analysis, appeared to be valid for describing this environment. Practitioners did not seem to evaluate their environments along the simple-complex dimension. (FL)

ED 234 529 EC 160 093

Education Program and Guideline Booklet for The Severe/Profound, July 1976-June 1979.
Hudspeth Retardation Center, Whitfield, MS.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Diagnostic Teaching; *Diagnostic Tests; Individualized Education Programs; Inservice Teacher Education; Instructional Materials; *Program Administration; Program Development; Residential Care; *Severe Mental Retardation; Special Education Teachers; *Student Evaluation; *Testing; Test Results; *Test Use
IDENTIFIERS- Hudspeth Retardation Center MS

The education program for the severely and profoundly mentally retarded at the Hudspeth Retardation Center, a residential facility, is described. Specific objectives of the center are identified, including serving the 100 severely and profoundly retarded residents through initial evaluations, prescriptions of individualized education programs (IEPs), and periodic student evaluation and program revision. Information is presented regarding the following: four nonstandardized and five standardized assessment instruments, two tests that can help with grouping, 12 types of data that teachers can obtain from testing, four commercially-prepared kits, commercial and teacher-made materials, curriculum areas for severely and profoundly retarded students, and characteristics of teachers of the severely/profoundly retarded. The planning and inservice training stages of program development are also briefly considered, and a schedule of activities that should be undertaken annually is presented. In addition, steps that teachers should follow to ensure effective administration of assessment instruments are identified, and a flow chart of the evaluation-prescriptive teaching system is presented. Evaluation findings and recommendations are also briefly addressed. Appendices include a bibliography of 14 tests, an assessment rating sheet for eight specific tests, sample student assessment data sheets, an IEP form, and other student evaluation forms. (SW)

ED 234 546 EC 160 413

Ackerman, Jeanne; Dummer, Gail
Behavior Management in Physical Education: A Handbook for Teachers.
Maryland Association for Health, Physical Education, Recreation, and Dance, Towson.; Maryland State Dept. of Education, Baltimore. Office of Special Education.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavior Modification; *Behavior Problems; Classroom Techniques; Elementary Secondary Education; *Physical Education; Reinforcement; Teaching Methods

The booklet is intended to help physical educators deal with behavior problems in students. A preventive approach is advocated which involves defining expectations of acceptable and unacceptable behavior. Examples are given of ways to reinforce desirable behaviors and prevent behavior violations through such actions as structuring the physical environment, modeling, and enforcing consequences. Among strategies suggested for undesirable behavior are planned ignoring, nonverbal signals, proximity control, use of humor to reduce tension, removal of distractors, and restructuring of the classroom program. (CL)

ED 234 297 CG 016 891

Trow, Jo Anne J.
Administrative Procedures: A Practical Manual. Professional Advancement Kit.
Oregon State Univ., Corvallis.
SPONS. AGENCY- National Association for Women Deans, Administrators, and Counselors, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- National Association for Women Deans, Administrators, and Counselors, 1625 I Street, N.W., Suite 624-A, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Organization; Administrator Guides; *Administrator Responsibility; *Administrator Role; Administrators;

Budgeting; Educational Administration; Females; Higher Education; *Office Management; *Personnel Management; Professional Development; Public Relations

In order to help beginning professionals to be better administrators, this manual (one in a series of documents for and about women in education) provides information on such administrative tasks as running an office, hiring and training a staff, managing a budget, and doing public relations work. Office organization and management are discussed in the areas of delegating authority; use of the secretarial staff; office procedures (correspondence, filing, staff meetings, staff scheduling, and crises and emergencies); and time management. Procedures for hiring staff are described, i.e., writing the position description, announcing the job, processing applications, composing a selection committee, and interviewing; training staff, (in-service training, staff development, evaluations, and rewards) is explored. Public relations, budget development, and administration are also briefly discussed. The appendices include an index for an office procedures manual, two sample filing systems, and an administrative evaluation form. A reference list is also included. (WAS)

ED 234 312 CG 016 906

Piotrowski, Chris; Keller, John W.

Psychodiagnostic Testing in APA-Approved Clinical Psychology Programs.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Clinical Psychology; Counselor Educators; *Counselor Training; *Diagnostic Tests; *Doctoral Programs; Higher Education; *Personality Assessment; Personality Measures; *Projective Measures; *Psychological Testing; Psychologists

The utility and popularity of psychodiagnostic testing has been investigated in applied clinical settings, but little data exist concerning academicians' attitudes toward psychological testing. To assess attitudes toward psychodiagnostic training in doctoral, clinical psychology programs, all fully APA-approved (American Psychological Association) clinical psychology training programs in the United States and Canada (N=113) received an 8-item questionnaire; 80 of the programs completed the survey for a 71 percent response rate. The survey results, based on 78 usable responses, showed that the majority of clinical programs are considered eclectic. Equal emphasis was assigned to coursework in projective and objective assessment. However, 46 percent saw projective assessment as decreasing; only 1 percent of the respondents rated objective assessment as decreasing. The findings support the utility of academic preparation in personality assessment in general, and also show that instruction in projective techniques is valued. (WAS)

ED 234 360 CS 007 295

Danks, Joseph H.
Text Comprehension Processes in Reading: Final Report.
Kent State Univ., Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- NIE-G-78-0223
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Beginning Reading; *Cognitive Processes; Comparative Analysis; Learning Theories; Models; Oral Reading; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; *Reading Strategies; Research Methodology
IDENTIFIERS- *Reader Text Relationship

A series of experiments were conducted to determine what information readers use when they read to understand a story. The experiments examined both skilled adult readers and children beginning to read. Oral reading was used both because elementary school teachers frequently ask children to read aloud and because oral reading provides an indication of processing difficulty while the reader is reading. In most of the experiments, violations of different types of information--for example, a nonword, a misspelling, a semantically anomalous word, an ungrammatical word, or a factually inconsistent word--were introduced into common stories. The readers' oral productions were analyzed for disruptions around each violation on the theory that if there were disruptions, then the readers must have been attempting to comprehend the distorted information. Across the experiments it was found that (1) readers used some types of information to find words in their mental dictionaries and other types of information to comprehend sentence meanings; (2) children reading grade-appropriate stories were governed by the same reading comprehension processes as were skilled adult readers; and (3) readers adapted their reading processes to changes in the reading situation, such as when pronunciation or comprehension was emphasized, or when information was encoded differently (as in Polish and English). The pattern of results provided strong support for an interactive model of reading comprehension. (Author/FL)

ED 234 375 CS 007 317

Johnston, Peter
Prior Knowledge and Reading Comprehension Test Bias. Technical Report No. 289.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Secondary Education; Grade 8; *Prior Learning; *Reading Comprehension; Reading Diagnosis; *Reading Research; *Test Bias; *Testing Problems; Test Interpretation; Test Items; Test Reviews; *Test Validity

To show the difficulty of eliminating test bias and to develop a methodology for distinguishing between the effects of prior knowledge and of skill development on reading comprehension, 207 eighth grade students from rural and urban areas were administered an 18-question reading comprehension test. Quantitative and qualitative effects of prior knowledge on reading comprehension were demonstrated through an examination of student performance on the test's different types of questions: (1) textually explicit--drawing on information directly stated in a single sentence of text, (2) textually implicit--requiring a synthesis of information, and (3) scriptally implicit--demanding background knowledge. The study suggests that test scores are biased by prior knowledge and reflect the students' I.Q. more than specific reading comprehension skills. The findings indicate that test bias can be lessened by asking central, rather than peripheral, questions on passages for comprehension and by using a content-specific vocabulary test to estimate the individual's prior knowledge. (MM)

ED 234 407 CS 207 847

Bell, Elizabeth S.
The Peer Tutor as Principal Benefactor in the Writing Center or It's Not Just for English Teaching Anymore.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Planning; *Education Work Relationship; Experiential Learning; Higher Education; Job Skills; Peer Teaching; *Skill Development; *Tutorial Programs; *Work Experience; Writing Instruction
IDENTIFIERS- *Writing Laboratories

In addition to its other services, the writing center offers its staff professional skills that can be of advantage in careers ranging from teaching to business. First of all, graduate students who have tutored have an advantage when applying for assistantships, for they already have experience in conveying content and developing student skills. Those tutors who plan to enter the teaching profession also gain practical experience adjusting to a variety of learning styles and academic limitations. In addition, both graduate students and teachers benefit from being introduced, directly or indirectly, to current theories on teaching composition. For those entering the business world, the writing center provides skills and experiences in learning to achieve goals and to solve problems. Interviewing and learning to work with small groups are yet other skills learned by tutors in the writing center. Clearly tutorial training and experience develop communication and leadership skills that corporate employers as well as school administrators value. (HOD)

ED 234 422 CS 207 873

Chang, Tsan-Kuo

Press Coverage of Reagan's China Policy: A Study of Agenda and Treatment.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Content Analysis; Foreign Countries; *Foreign Policy; *Media Research; Newspapers; *News Reporting; *Press Opinion
IDENTIFIERS- *China; *Reagan (Ronald); Taiwan

Coverage of Ronald Reagan's China policy in three major newspapers--the "Los Angeles Times," the "New York Times," and the "Washington Post"--immediately before and after he assumed the presidency was submitted to content analysis. Results showed that the newspapers differed significantly both in their treatment of specific problems and in their changing stance toward Reagan's policy over an 18-month period. The "New York Times," for example, focused more heavily on Sino-American relations than did the other two papers. The three papers, however, also shared similar patterns of coverage. When Reagan was still a candidate and president-elect, for example, the newspapers concentrated largely on United States-Taiwan relations, giving frequently negative coverage of Reagan's position. Following the inauguration, the papers shifted their attention to United States-China relations and presented the president's policy in a more favorable light. (HTH)

ED 234 439 CS 504 255

Droge, David
Talk as Social Support: Communication in an Epilepsy Self-Help Group.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Communication Research; Communication Skills; *Epilepsy; *Group Dynamics; *Interpersonal Communication; Self Help Programs; Social Networks; *Social Support Groups
IDENTIFIERS- *Communication Patterns; *Conversation

Supplementing a national survey of self-help group members, a study examined the functioning of an epilepsy self-help group in order to identify communication patterns establishing mutual aid. An examination of eight tape-recorded sessions was combined with an observer's field notes to develop a profile of the group. Analysis revealed a loosely structured, "drop-in" group that was sustained by a core of from five to eight leaders. The group met with no success in engaging in collective action or advocacy and with mixed success in providing guidance for members in their daily lives. Continuance of the group seemed to be a result of its success in establishing a network of social relationships for members. The findings support the results of the national survey, which indicated that epilepsy self-help groups function as social support systems for their members. (Extensive excerpts of the recorded sessions are appended.) (Author/FL)

ED 234 455 CS 504 384

Jacobson, Thomas
Issues in International Communications: Development Communications Research.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Cultural Awareness; Cultural Differences; Culture Conflict; *Developing Nations; Economic Development; Epistemology; *International Relations; *Research Methodology; Social Science Research; *Theories
IDENTIFIERS- *Development Communication; *Empiricism

One debate in the field of development communications research focuses on the type of science that ought to be practiced: empirical or critical. The issues involved are many, but epistemological analysis can shed light on a number of them. Traditional empiricism as embodied in the "classical" development communications work is deserving of much of the criticism it has received, since it has made inappropriate claims to value-neutrality and objectivity and is ethnocentric in spite of its claims. Current philosophical formulations of empiricism, however, do not make these claims. On the contrary, they legitimize the use of value-laden assumptions in research. This has three primary implications: (1) the search for alternatives to traditional empiricism is academically valid, (2) neither critical research nor modern approaches to empirical research can exclude the other on "a priori" philosophical grounds, and (3) the two approaches are not mutually exclusive and can be used together. (Author/FL)

ED 234 499 EA 016 086

Odden, Allan
State Programs of School Improvement. Issuegram 11.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Educational Improvement; *Educational Innovation; *Educational Trends; Elementary Secondary Education; Retrenchment; School Effectiveness; State Departments of Education; *State Programs; *State School District Relationship; *State Standards; Statewide Planning

Diverse low-cost, innovative, and successful state initiatives for school improvement have been developed over the last five years. Generated by public pressures for accountability, many states' increased capacity for policy analysis, and insights gained during 15 years of administering categorical grant programs, the initiatives include: programs for upgrading faculty; new curricula or curriculum guides; new school accreditation standards, requirements for state planning, and expanded state review of instructional programs; comprehensive school impovement plans; programs for sharing knowledge, problem solving skills, and technical assistance with schools and districts; testing strategies including state administered minimum competency tests; and new and improved parent involvement programs. Common characteristics of these efforts are a focus on the school as the unit of improvement, requirements for clear academic goals for improving basic skills, the use of longitudinal data for student evaluation and program modification, and state provision of technical assistance. (MJL)

ED 234 515 EA 016 102

Lines, Patricia M.
Curriculum and the Constitution. Issuegram 34.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Censorship; *Controversial Issues (Course Content); *Court Litigation; *Curriculum; Elementary Secondary Education; Federal Courts; Higher Education; *School Law; School Libraries; State Courts; Student Rights
IDENTIFIERS- *Supreme Court

The United States Supreme Court has to date decided four major cases dealing with curricula or the rights of students. The Court (1) declared unconstitutional a law that prohibited instruction in evolutionary theory, (2) upheld the right of students in school to express their views on controversial subjects, (3) extended protection under the free-speech clause to student editors of a university newspaper, and (4) held that a school board must go to trial to show that it had a valid purpose in withdrawing a number of books from its school libraries. Two decisions accommodated conscience-based objections by students: the Court held that a compulsory school attendance law should not apply to Amish children beyond the eighth grade and exempted children from flag salute requirements. Lower court decisions in 1982 upheld the prohibition of one school play, stated that another play was improperly prohibited, ruled against the banning of two books and one film, made two decisions against mandatory instruction of the creationist theory, and approved sex education courses in New Jersey. The educational implications of these decisions are noted. (MLF)

ED 234 170 CE 036 841

Horn, Adelaide; Drury, Stephen
The Placement Handbook. A Guide for the Competitive Employment of the Handicapped.
Austin State School, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; *Disabilities; Job Analysis; *Job

Placement; Job Skills; *Job Training; Secondary Education; Sheltered Workshops; Skill Development; Task Analysis; Vocational Education; *Vocational Rehabilitation; Vocational Training Centers; *Work Experience Programs

This handbook stresses those components that are considered peripheral to the placement process but that must precede the actual placement. The philosophy of placement upon which this guide is based appears first. Discussions follow of the basic components of the process of training and placement of handicapped individuals, including a varied program of vocational training that has qualified personnel who use the latest and most successful training methodologies and techniques, the opportunity for client demonstration of skills in a sheltered atmosphere, and procurement of work contracts for the development and refinement of employable skills. An overview of placement techniques is then presented. The importance of private industry to rehabilitation workshops is emphasized, and the placement person's role in client placement in industry is briefly addressed. Appendixes, amounting to approximately three-fourths of the guide, include information on and procedures for developing a task analysis and examples of task analyses, examples of data collection regarding a client's baseline assessment and progress, a guide to sheltered workshop certification, information on developing profiles, excerpts from the Personal Social Adjustment Training Curricula Manual, and information on job analysis and job requirements. (YLB)

ED 234 197 CE 036 919

Flannery, Carol A.
Technical Mathematics.
Mountain View Coll., Dallas, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
GRANT- TEA-22420031
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Calculators; Equations (Mathematics); Geometric Concepts; *Mathematical Applications; Mathematical Concepts; *Mathematics; *Mathematics Instruction; Percentage; Postsecondary Education; *Problem Solving; Ratios (Mathematics); *Technical Education; *Vocational Education
IDENTIFIERS- Texas

This manuscript provides information and problems for teaching mathematics to vocational education students. Problems reflect applications of mathematical concepts to specific technical areas. The materials are organized into six chapters. Chapter 1 covers basic arithmetic, including fractions, decimals, ratio and proportions, percentages, and order of operations. The three parts of chapter 2 cover algebra, including the real numbers; terms, variables, and expressions; factoring; algebraic fractions; negative and positive values; the rectangular coordinate system; equations; inequalities; quadratics; and functions. In the third chapter, the principles of geometry are covered, including area, pi, volume, and cones. The fourth chapter covers these topics of trigonometry: angles, special angles, vectors, right triangles, oblique triangles, graphing, calculators with trigonometric functions, periods of waves, and trigonometric curves. Chapter 5 discusses calculus, including differentiation, integration, differential calculus, applications of the derivative, integral calculus, and area of right triangles using integration. The final chapter contains mathematical applications in various fields, such as plane surveying, computers, machine parts inspection, automotive technology, aviation, engineering processes, pharmacology, and optical technology. A reference section completes the manuscript. (KC)

ED 234 211 CE 036 946

Tuxworth, Eric N.
Competency in Teaching. A Review of Competency and Performance Based Staff Development. A Staff Development Publication.
Further Education Curriculum Review and Development Unit, London (England).
REPORT NO.- ISBN-0-85522-107-0
PUB DATE- Dec 82

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Competence; *Competency Based Teacher Education; Continuing Education; Curriculum Development; *Educational History; Educational Policy; *Educational Trends; Futures (of Society); Higher Education; Individualized Instruction; Inservice Teacher Education; *Learning Modules; Outcomes of Education; Postsecondary Education; Preservice Teacher Education; Program Development; Program Effectiveness; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Educator Education; Teacher Effectiveness; Teacher Improvement; Teaching Methods; Teaching Skills
IDENTIFIERS- *United Kingdom

In this report, the author reviews the actual and potential use of competence and performance based teacher education (C/PBTE) in regard to further education in England. He describes the concept of further education, reviews existing practices, and makes a number of suggestions for future action. The author first outlines the development and use of this individualized modular system in the United States and then analyzes the arguments for and against such a behaviorist approach to teacher skills. He claims that while much work is needed in adapting this system to the English system, experience elsewhere indicates the C/PBTE removes "some of the mystique and institutional restrictions which surround teacher education." The author notes that the development of these modules in the United States required an investment of $2 million and says that not all of the 100 modules available are relevant to the United Kingdom. He suggests, however, that various bodies, including the further education establishment, could valuably support developmental work based on the modular approach. (Two appendixes to the report describe the tentative approaches that have been made in the United Kingdom in this field, while other appendixes describe modules that are available and how they are used.) (KC)

Ault, Craig; Elias, John
Advertising for the 80's. Marketing and Distributive Education. Advertising. Instructor's Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- MDE-83-100
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Advertising; Audiovisual Aids; *Classroom Techniques; Learning Modules; Merchandising; Postsecondary Education; Scripts; Slides; *Small Businesses; *Teaching Methods; Television Commercials; Units of Study; Vocational Education; *Workshops

This module contains a teacher's guide, student materials for a seminar on "advertising for the 80's" conducted for small business representatives, a 35mm slide presentation, and an audiocassette. The instructor guide contains an outline of the course, time plan, end-of-course critique, a script for the slide-tape presentation (with content on the left side and teaching tips for each slide on the right side of the page), and transparency masters. Information sheets are provided for the students. Topics covered are the following: introduction to advertising, the role of advertising in marketing, the purpose of good advertising, identifying target markets, basic stages of the advertising strategy, message structure of an advertisement, layout technique, media checklist, resources for advertising advice, creating advertising plans, cooperative advertising, planning a special promotion, building a 6-month advertising plan, and creating the advertising budget. (KC)

ED 234 240 CE 037 016

What Is Cooperative Occupational Education. Cooperative Occupational Education, Unit 1. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; Instructional Materials; Learning Activities; *Occupations; *Orientation; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to familiarize students with the main concepts in cooperative occupational education and their benefits. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teachers and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on four information topics: cooperative occupational education, COE goals, occupational areas in COE, and benefits of COE to students, employers, and schools. (YLB)

ED 234 328 CG 016 922

Edinger, Jack D.; Vosk, Barbara N.
The Clinical Validity of the MMPI-168.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Testing; *Diagnostic Tests; Interrater Reliability; *Personality Measures; *Predictive Validity;

Psychologists; *Screening Tests; *Test Validity
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory; *MMPI 168; Symptoms

Of the many short forms of the Minnesota Multiphasic Personality Inventory (MMPI) that have been developed, the MMPI-168 is among the most promising. To determine whether clinical judgments based on the MMPI-168 are comparable to judgments based on the standard MMPI, 30 clinical psychologists participated in a randomized block, repeated treatment design. Clinicians were randomly matched in 15 pairs; clinicians within each pair were given the MMPI data from the same three patients and asked to rate these patients using the 18 items of the Overall and Gorham (1962) Brief Psychiatric Rating Scale and to decide upon their diagnosis. For one patient, both clinicians within a pair received MMPI profiles based on the full MMPI. For the second patient, one clinician received a standard MMPI profile while the other received an MMPI-168 profile. For the third patient, both clinicians were given MMPI-168 profiles. This design was replicated across all 15 clinician pairs and no two pairs were given data from the same patients. In general, results suggested that predictions of symptom severity derived from the short and standard form were comparable. However, the findings also suggested a sufficient level of discordance between MMPI-168 derived diagnosis and diagnoses derived from the standard form. Thus, equivalence of the short and standard forms for diagnostic work remains questionable. (Author/JAC)

ED 234 344　　　　　　　　　　　　　　　　CS 007 250

Campione, Joseph C.; Armbruster, Bonnie B.
An Analysis of the Outcomes and Implications of Intervention Research. Technical Report No. 283.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 83
CONTRACT- 400-81-0030; NICHHD-HD-05951-12
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; Elementary Secondary Education; Evaluation Methods; Metacognition; Methods Research; *Reading Comprehension; *Reading Research; *Reading Skills; *Recall (Psychology); *Research Methodology; Training Methods
IDENTIFIERS- *Comprehension Monitoring; *Theory Practice Relationship

Aimed at improving the methodology used in comprehension research, this paper analyzes the designs and interpretations of intervention training studies and suggests the implications of that analysis for future research. It points out that the typical training approach, deriving data from three sources--comprehension tests administered to older students untrained in comprehension strategies, to younger untrained students, and to younger trained students--could be improved with additional data on how successfully trained students use their new comprehension strategies and on comprehension test results from older trained students. The paper also suggests that as findings and interpretations can be influenced by many factors, including the theoretical or practical motivation for the research, the criterion by which success is measured, and the difficulty of the task assigned, these factors must be considered carefully when formulating explanations of training studies. (HM)

ED 234 392 CS 207 755

Garrison, Bruce
Computerization of the Newspaper in the 1980s.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communications; Computer Graphics; Computer Programs; *Computers; Data Bases; Information Processing; Layout (Publications); *Newspapers; *News Reporting; *News Writing; Photographic Equipment; *Technological Advancement
IDENTIFIERS- *Electronic Publishing

A review of the literature on the computerization of newspaper newsrooms shows that since 1960, computers have assumed an increasingly important role in information collection, news writing and editing, pagination, and news transmission. When newspaper libraries are computerized, reporters are able to find information more quickly and to use reference material more effectively. Using computers in copy-editing tasks permits newsroom staffs to devote more time to careful research. Word processors reduce writing, rewriting, editing, and headline writing time. An increasing number of larger newspapers are computerizing pagination--the laying out of news space, headlines, and advertising--and using computers for facsimile transmissions--electrical transmissions of pages to different printing sites. In the future, computers may be more frequently used in electronic reproduction of newspapers for the home through videotex and teletext and in satellite technology for the transmission of wire service news. Continued advances in computer technology will produce (1) cost-effective geographic and demographic newspapers; (2) better quality newspapers created by faster and more economical production methods; and (3) new data base management and marketing possibilities for auxiliary products and services. (MM)

Halverson, Don E.
Role and Relationship Grid: Board/Superintendent.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- 1 Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Board Administrator Relationship; *Board of Education Role; Boards of Education; Community Relations; Curriculum; *Decision Making; *Educational Administration; Educational Finance; Educational Planning; Educational Practices; Elementary Secondary Education; *Governing Boards; Instruction; Interprofessional Relationship; Personnel Policy; Program Budgeting; School Districts; School Personnel; School Surveys; Services; *Superintendents
IDENTIFIERS- PF Project

A questionnaire which school districts in California were asked to fill out in an effort to determine the scope of responsibility and authority they feel is delegated to the district superintendent by the governing board is presented. The form asks them to check whether the superintendent has (1) complete authority; (2) authority, but must inform; (3) authority, but board action required; or (4) no authority, board makes decision. Categories include planning, personnel, support services, curriculum and instruction, budget and finance, and community relations. (RM)

ED 234 485 EA 016 071

Oregon's Education System: An Overview. Technical Report No. 1.

Berney (Don) & Associates, Portland, OR.; Cheatain Economic Consulting, Salem, OR.

SPONS. AGENCY- Foundation for Oregon Research and Education, Portland.

PUB DATE- Apr 83

AVAILABLE FROM- Foundation for Oregon Research and Education, 1708 S. W. Columbia Street, Portland, OR 97201 (not available separately; set of four Technical Reports on Financing Public Education in Oregon available for $20.00 per set; see EA 016 071-074).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Community Colleges; *Educational Finance; Educational Policy; Elementary Secondary Education; Government School Relationship; Higher Education; *Institutional Characteristics; Intermediate Administrative Units; Private Education; Public Education; *School Organization; State Agencies; State Colleges; State Universities; *Statewide Planning

IDENTIFIERS- *Oregon

The first in a series of four technical reports, this study describes the structure of Oregon's educational system, focusing on the state government's role in education, on the components of public education, and on private educational institutions. The overview of the state government's administrative channels highlights the system of elected officials, appointed bodies, commissions, and agencies responsible for decisions on educational policy and finance. Historical background, statistical descriptions, and stated objectives of each sector of public education are reviewed for elementary and secondary education, education service districts, the state's community colleges, and the system of four-year state colleges and universities. Private education is examined at the elementary and secondary levels according to institutions' affiliations, purposes, organizations, finance, and relationships with other schools, both public and private. Independent colleges and universities are described in terms of their organization, finance, and relationship to state financial assistance. (JW)

ED 234 547 EC 160 414

Herum, John

A College Professor as a Reluctant Learner: Facing Up to the Learning Disabled. Alternative Techniques for Teaching English Composition to Learning Disabled Students in the University.

Central Washington Univ., Ellensburg. Instructional Media Center.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- College English; *College Students; English Instruction; Higher Education; *Learning Disabilities; *Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A college professor of English involved with the HELDS project, Higher Education for Learning Disabled Students, describes his own reluctance in accommodating learning disabled students in his classroom. He mentions his discovery that some students have difficulty in dealing with conventional print in textbooks, and that typographic changes and use of a tinted overlay sheet can reduce print distortions. Techniques are described which allow students to use other learning modalities, and the importance of a detailed syllabus for allowing students to plan their time in advance is stressed. He notes that once professors realize that the unique needs of learning disabled students legitimize the need for adaptations, the professors' reluctance will dissipate. He also cites the value of willingness to try alternative approaches and time schedules to allow learning disabled students to perform at their best. Appended are a list of characteristics of adults with learning disabilities and a sample course syllabus and class log. (CL)

ED 234 142 CE 036 284

Instructional Analysis for Health Occupations.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; Clinical Diagnosis; Dental Assistants; Equipment Utilization; Ethics; First Aid; *Health Occupations; *Health Services; Instructional Materials; *Job Skills; Learning Activities; Medical Laboratory Assistants; *Medical Services; Medical Vocabulary; Safety
IDENTIFIERS- Asepsis; Instructional Analysis; *Patient Care

This instructional analysis centers on identifying the skills, related knowledge, teacher activities, and student activities that are central to teaching various topics included in the core curriculum for health occupations courses. Addressed in the volume are the following instructional areas: first aid; medical terminology; medical asepsis; supplies and equipment; office procedures in medical services; safety measures; basic patient care; medical laboratory procedures; receiving, transferring, and discharging patients; vital signs; lifting, moving, and transporting patients; dental procedures; assisting specialists; assisting with diagnostic procedures; special procedures; medical ethics; and health career exploration. The individual sections consist of a series of task sheets, each of which contains a behavioral objective; lists of skills, necessary related knowledge, teacher activities, and student activities; and a bibliography of related references. Also included in the module are instructional units devoted to taking and recording vital signs and giving standard first aid treatment. These units contain a unit objective, specific objectives, suggested activities, information sheets, transparency masters, assignment sheets, and a field test evaluation form. (MN)

ED 234 156 CE 036 795

Women, Class and Adult Education.
Southampton Univ. (England).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; *Educational Benefits; Educational Needs; Educational Philosophy; *Educational Practices; *Educational Sociology; *Females; Legal Education; Outcomes of Education; Part Time Students; Postsecondary Education; Relevance (Education); Sex Bias; Sex Discrimination; *Social Change
IDENTIFIERS- *Great Britain

This collection of working papers deals with the relationship among women, social class, and adult education. In her paper entitled "Women and University Extension," Pat Usher argues that by sustaining the dominant cultural, ideological, and social relationships of production in capitalist Britain, university adult education contributes to the sexual division of labor and opportunity that undermines the pursuit of genuine equality for women. Discussed in a paper entitled "A Second Chance for Women" by Jane Thompson are strategies for making the organizational structures and assumptions underlying adult education more responsive to the needs of women. The next paper, "Part-Time Learning" by Julia Kellaway, addresses the failure of higher and further education to make provisions for female students with domestic commitments to husbands or young children. In a paper entitled "Words in Edgeways," Julia Kellaway focuses on the teaching of English in adult education as it affects female students. The final paper of the collection, "Law and the Challenge to Patriarchy," examines ways in which the teaching of law in second chance courses differs from the way in which it is taught in law degree courses. (MN)

ED 234 184 CE 036 890

Multimodal Career Education for Nursing Students. Final Report and Resource Materials.
Odessa Coll., TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Rating Scales; Career Development; *Career Education; Course Descriptions; *Evaluation Methods; Guidelines; Job Satisfaction; Labor Turnover; Learning Activities; Measurement Techniques; Models; *Nursing Education; Position Papers; Postsecondary Education; Program Effectiveness; *Program Implementation; Questionnaires; Resources; Self Evaluation (Individuals); *Student Evaluation; Surveys; Testing
IDENTIFIERS- BEST IDEA; Multimodal Counseling; *Multimodal Methods; Nursing Shortage

This report and resource package is the result of a one-year developmental research and utilization project dealing with multimodal career education for nursing students. First, a report is presented that outlines the purposes, methods and procedures, and results of the project. Discussed in a position paper of the problem of retaining nurses in the work force are the shortage of nurses, attrition and job dissatisfaction, and the recommendations of the Texas Blue Ribbon Committee. The next section consists of an instructional resource guide for multimodal career education that covers the following topics: multimodal career assessment, multimodal career education, student evaluation, multimodal career development resources, sample course outlines, and exemplary activities. Addressed in a convention paper on multimodal career education for nursing students are multimodal behavioral therapy, the BEST IDEA in career education model, and multimodal and behavioral assessment. Appendixes to the package include a structured interview for multimodal career assessment, a career development questionnaire, a daily self-talk log for nursing students, a multimodal career development chart, a sample multimodal career development activity, a formative evaluation of the multimodal career education approach, and a model for developmental research and utilization. (MN)

ED 234 254 CE 037 030

Employment Laws. Cooperative Occupational Education, Unit 15. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; Career Development; Civil Rights; Civil Rights Legislation; Collective Bargaining; *Cooperative Education; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Potential; *Equal Opportunities (Jobs); *Federal Legislation; *Job Skills; Job Training; *Labor Legislation; Labor Standards; *Laws; Learning Activities; Learning Modules; Secondary Education; Teaching Methods; Test Items; Transparencies; Unions; Units of Study; Vocational Education; Work Attitudes

IDENTIFIERS- Civil Rights Act 1964; Fair Labor Standards Act; National Labor Relations Act

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, presents students with a brief introduction to federal laws that protect workers' rights. Emphasis is placed on the Fair Labor Standards Act, the National Labor Relations Act, and the Civil Rights Act. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 268 CE 037 085

Career Preparation Program Curriculum Guide for: Metal Fabrication, Millwright.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-9260-2
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; *Career Education; Cooperative Education; Course Descriptions; Curriculum Guides; Equipment; High Schools; Learning Activities; Learning Modules; *Machine Tool Operators; *Machine Tools; Maintenance; *Metal Industry; *Metal Working; Postsecondary Education; Program Descriptions; Secondary Education; Welding
IDENTIFIERS- *Millwrights

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the millwright metal fabrication program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from 1 to 19 modules. Both course and unit general aims are first cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 18 units in the grade 11 program and the 25 units in the grade 12 program include cooperative career preparation; shop practices, human relations, and safety; mechanical drawing; soldering; welding; metallurgy; power saws, shapers, and milling machines; hot metals; sheet metal; grinding, polishing, and surface finishing; drilling, reaming, and tapping; lathes; applied trade mathematics; trade science; screw threads; rigging and material handling; shafts, hubs, and keys; bearings; couplings; clutches and brakes; lubrication; packing and seals; pumps; gears; belts; chain; hydraulics; pneumatics; machine installation; preventative maintenance; electricity; and metallurgy. Section 4 lists resource material and contains a chapter on rigging and erection. (YLB)

ED 234 283 CG 016 877

Novak, John M.
Revisioning Invitational Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Environment; Educational Objectives; *Educational Theories; Essays; Foreign Countries; *Humanistic Education; Self Concept; *Student Development; Student Teacher Relationship; Teacher Role
IDENTIFIERS- Canada; *Invitational Education

This paper examines some of the most recent conceptual developments in invitational education. Using some of the new ideas presented in Inviting School Success, Second Edition (Purkey and Novak, in press), a more expansive definition and application of invitational education is offered. New concepts such as theory of practice, stance, and "withness" are explored. The foundations of invitational education are discussed, and an approach to education and training based on the four basic principles of invitational education is described. The metaphor of the school as an inviting family is discussed through five basic characteristics: (1) respect for human uniqueness; (2) cooperative spirit; (3) sense of belonging; (4) pleasing habitat; and (5) positive expectation. Further exploration of key aesthetic, ethical, political, and religious issues are called for to aid in the refinement of invitational theory. (Author/MCF)

ED 234 313 CG 016 907

Dixon, Janice W.; Hudson, Lynne M.
Moral Development: Its Relation to Ego Development and Intraception.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Developmental Stages; Higher Education; Individual Development; *Interpersonal Competence; Interpersonal Relationship; *Moral Development; *Personality Development; *Personality Traits
IDENTIFIERS- *Ego Development Theory; *Intraception

Factors which aid an individual's progression from one stage of moral reasoning to another remain a mystery. Theorists suggest that intraception, defined as a predominance of feeling, fantasy, and aspirations (connoting a humanistic outlook and an ability to develop role-taking skills) as opposed to a down-to-earth, skeptical attitude, may be an important factor in the quality of moral decision making. Ego development has also been hypothesized to be related to moral development. To examine intraception and ego development as they relate to the progression of moral reasoning abilities, college students (N=40) completed the Defining Issues Test (DIT) measuring moral reasoning; the Sentence Completion Test (SCT) to assess ego development; and the Edwards Personal Preference Schedule (EPPS) to evaluate strength of intraception. Analyses of results showed support for the hypothesis that moral development is part of the broader concept of ego development, and that the need for intraception is related to both moral and ego development. The data suggest that an affective trait or personality variable (intraception) affects the development of moral reasoning level, possibly by influencing the quality of interpersonal relations. (Author/WAS)

ED 234 423 CS 207 876

Ching, Marvin K. L.
Expanding Students' Ability to Understand and Use Words.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Definitions; *Dictionaries; *Etymology; Higher Education; Lexicology; Linguistic Borrowing; Morphology (Languages); Semantics; *Textbook Content; Vocabulary; *Vocabulary Development
IDENTIFIERS- *Freshman Composition

Most freshman composition textbooks are inadequate in giving information to students on how to interpret dictionaries: instead of presenting them as aids in exploring word usage, textbooks foster a naive trust in dictionaries as arbiters of all usage questions. Rather than treating words as discrete items to be mastered without knowledge of underlying word relationships, vocabulary lessons in freshman textbooks need to investigate (1) differences among dictionaries, (2) derivational morphology--how roots and affixes combine to produce meaning, (3) semantic differentiation, (4) denotation and connotation of various affixes, (5) similarities of word roots, (6) word etymology, and (7) new word generation through compounding. Students above the basic writing level should have a clearer picture of how words develop and of how they change in acceptability, form, meaning, and use. (MM)

ED 234 440 CS 504 261

Brown, Kenneth L.; And Others
Teaching Speaking and Listening Skills in the Elementary and Secondary School. Resources for Schools #19.
Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-76-0058
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Communication Skills; *Curriculum Development; Elementary Secondary Education; Learning Activities; *Listening Skills; Resource Materials; *School Role; *Skill Development; Speech Communication; *Speech Skills; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Promising Practices

Intended for use by teachers, school administrators, curriculum designers, and others as they begin to organize and define oral communication instruction within their schools, this guide provides a framework from which to develop instructional programs that will produce effective speakers and listeners. The first section of the guide reviews the skills students must learn to communicate effectively and outlines the school's role in developing those skills. The second section focuses on how instruction can be organized both informally and formally, while the third section describes "promising practices" observed in a variety of elementary and secondary school classrooms in Massachusetts. The fourth section provides an annotated list of over 100 books and other materials to help educators develop their own curricula and activities for teaching basic speaking and listening skills. (FL)

ED 234 376 CS 007 318

Vosniadou, Stella; And Others

Sources of Difficulty in the Young Child's Understanding of Metaphorical Language. Technical Report No. 290.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- Oct 83

CONTRACT- 400-76-0116

GRANT- NSF-BNS80-04541

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Child Development; *Cognitive Development; Concept Formation; Developmental Stages; Figurative Language; *Language Processing; *Listening Comprehension; *Metaphors; Primary Education; *Reading Research

To investigate young children's understanding of metaphorical language, 90 chidren from preschool to third grade were read stories ending with metaphorical sentences of varying degrees of difficulty--sentences representing more or less predictable story outcomes and differing in the complexity and explicitness of their figures of speech. After listening to a story, children were asked to act out the meaning of the final, metaphorical sentence. Their enactments were then categorized as either (1) unrelated to the action implied in the metaphor, (2) literal, (3) correct, or (4) composite--an interpretation falling between the correct and the literal meanings. Findings suggested that metaphor comprehension was a developmental skill influenced by the predictability, literalness, and explicitness of the figures of speech used. (MH)

ED 234 408 CS 207 848

Myrsiades, Linda Suny
The Self-Monitoring Negative Checklist: Proposal Writing Made Manageable.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Check Lists; Conflict Resolution; Independent Study; Problem Solving; *Proposal Writing; Reports; *Technical Writing; Writing Processes
IDENTIFIERS- Audience Awareness; *Outlining; Self Monitoring; *Self Monitoring Negative Checklist

With regard to proposal and report writing in particular, the Self-Monitoring Negative Checklist (SMNC) offers the potential of finished products that more completely realize the writer's objectives and serve the reader's or user's needs. Presented as a series of 31 warnings of what can go wrong in a proposal, the SMNC represents a mode of outlining that provokes the writer to think more critically and self-defensively about his or her work and to account for the reader's objections long before the reader is led to them. The SMNC assumes four critical acts in designing proposals: defining a problem, developing a methodology, establishing objectives, and justifying the study. The proposal will sell itself if it has established the researcher's credibility and if it delivers what is promised and demonstrates an understanding of the implications and applications of what has been delivered. A self-instructional mechanism, the negative checklist approach offers the benefits of being systematic and of continuously monitoring the process of proposal development. (HOD)

ED 234 456 CS 504 387

Sanders, Wayne
Erosion of the At-Will Rule and Freedom of Communication in Private Sector Organizations.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Communication Research; *Court Litigation; *Employer Employee Relationship; *Employment Practices; *Labor Legislation; *Labor Relations; Legal Responsibility; *Organizational Communication
IDENTIFIERS- *At Will Rule

The "at-will" rule in American law is defined as the right of a private sector employer to dismiss an employee without a contract for virtually any reason. The rule has thrived since the nineteenth century and is still a major factor in the employer-employee relationship. However, recent court decisions have fashioned common law exceptions to the rule in an effort to mitigate the harsh treatment of employees by their employers. A review of case law since 1966 reveals a certain pattern in the courts' handling of the rule. For example, only a small minority of states will allow a tort cause of action for wrongful discharge, and even fewer will entertain a breach of contract suit by an at-will employee. Further, most state courts seek a clear mandate of public policy grounded in statutes, administrative rules, or state constitutions as the basis of their decisions. In consideration of those cases where employees sought tort remedies for their dismissal, the courts have allowed them to pursue their actions when the employee had been fired for (1) refusing to commit an illegal act, (2) exercising a statutory right, (3) performing a statutory duty, or (4) acting in what he or she considered to be a public policy interest. The courts have also limited the rule through breach of contract actions, specifically in cases where employers have not shown good faith and fair dealing or have breached contracts in violation of public policy interests. (FL)

ED 234 530 EC 160 094

Ammer, Jerome J.
Discrepancy between Ideal and Reality: An Overview of Regular Educators' Perceptions of Their Role in the Special Education Decision Making Process.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Decision Making; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Participative Decision Making; Special Education; Student Evaluation; *Student Placement; Teacher Participation; *Teacher Role

A 25-item questionnaire on special education decision making was completed by 70 elementary and secondary teachers to examine attitudes about current and preferred participation in planning, programming, and placement processes. Questionnaires touched upon teachers' personal information, class information, the special education referral process, the testing-evaluation process, and the individualized education program (IEP). Among results were that an average of six students per teacher were suspected of having a handicap; the most frequently cited criteria for deciding upon referral were problems in mastering instructional content and deviant behavior; more elementary than secondary teachers indicated awareness of the multidisciplinary team function; only 7% reported participation in IEPs; and 50% indicated they made very few, if any, accommodations for the special needs students. Administrative hindrances to active classroom teacher participation in special education decision making were cited. (CL)

ED 234 171 CE 036 842

Vocational Appraisal System for Handicapped Students.
Edinburg Consolidated Independent School District, Tex.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Admission Criteria; *Career Counseling; Career Exploration; *Counselor Role; *Disabilities; Educational Cooperation; Handicap Identification; On the Job Training; Program Descriptions; *Program Development; School Counselors; Secondary Education; Special Education; Student Evaluation; Vocational Adjustment; *Vocational Education

Information is provided on Vocational Appraisal for the Handicapped, a system for the identification and selection of handicapped students who can most benefit from vocational education for handicapped programs. (Career investigation for handicapped persons is offered for seventh and eigth graders; vocational education for the handicapped persons is offered for ninth, tenth, and eleventh graders; and the vocational adjustment components--on-the-job-training--is offered to twelfth graders.) The system is described, and its goals and objectives are defined. An overall description is then provided of the activities undertaken by the vocational counselor in helping to plan and develop a program for cooperative vocational-special education teaching, including referral, eligibility, and placement; evaluation; guidance services; and liaison services. Other contents are a summary of the responsibilities of the vocational appraisal counselor and notes from the vocational appraisal counselor's daily log for 1978-79. (Appendixes, amounting to approximately one-half of the document, include a chart summarizing features of checklists and inventories as well as these instruments: Job Readiness Evaluation Check List, Rating Scale for Vocational Performance, Analysis of Job Requirements; Fudell Test of Occupational Readiness, Checklist of Factors Which May be Related to Vocational Handicaps, and Appraisal of Abilities.) (YLB)

ED 234 298 CG 016 892

Mauss, Armand L.; And Others
A Longitudinal Evaluation of the "Here's Looking at You" Alcohol Education Program 1978-1981. Final Report.
Washington State Univ., Pullman. Social Research Center.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Age Differences; *Alcohol Education; Attitude Change; Decision Making Skills; Drinking; Elementary School Students; Elementary Secondary Education; High School Students; Junior High School Students; Longitudinal Studies; Models; *Outcomes of Education; *Prevention; *Program Effectiveness; Program Evaluation; *Student Attitudes; Student Behavior
IDENTIFIERS- *Heres Looking at You

"Here's Looking at You" (HLAY) is a creative prevention curriculum designed to cultivate a commitment among young people to deal in responsible ways with alcohol in their environment. The model, developed as a demonstration project for the National Institute on Alcohol Abuse and Alcoholism, consists of self-contained teaching units for grades K-12. This non-technical report, directed to non-research professionals, describes an extensive 3-year evaluation conducted to measure the effectiveness of the program in grades 4-12. Three Seattle school districts and two Portland school districts participated. Some schools were assigned to the experimental condition, and comparable schools were assigned to a control condition. The test instruments were administered to some students both before and after exposure to the HLAY curriculum; many students were followed for 3 years. Immediate results showed a definite curriculum impact for all students in the area of knowledge about alcohol and alcoholism. In addition, self-esteem was favorably affected for those in grades 5, 6, and 7. Decision making skills were improved for students in grades 6-12. Attitudes were least affected, although there was evidence that students in grade 8 and younger students changed somewhat toward favoring moderate drinking as opposed to excessive drinking. The program appeared most effective in intermediate grades, arguing for early intervention. Other influences, particularly parents, peers, and religion appeared to have a greater impact. The report contains a number of graphs illustrating the evaluation process and the results of the study. (More complex data is contained in the Scientific Appendix and the Manual of Evaluation Guidelines which are available from the Social Research Center, Washington State University.) (JAC)

ED 234 329 CG 016 923

Hatcher, Maxine A.; Penner, Louis
Beauty and the Boss: A Mixed Blessing.
PUB DATE- 26 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Employed Women; Employment Level; *Evaluation Criteria; *Managerial Occupations; Nontraditional Occupations; Sex Differences; *Sex Discrimination; Sex Stereotypes; Social Cognition; Success
IDENTIFIERS- *Physical Attractiveness

Although women continue to obtain full-time jobs at ever increasing rates, they remain dramatically underrepresented at the managerial level. To examine the impact of physical attractiveness and job type (traditional or nontraditional), and the interaction of these two factors on attributions about women's competence, 174 working adults (76 males and 98 females) were presented with a bogus job resume of a high ranking female corporate employee. Attached to each resume was a picture of the woman, previously classified as attractive, unattractive, or average. Job type was also manipulated with the woman shown as director of a male or female oriented company. Subjects responded to attributions for success on job-related characteristics (e.g., ability and experience) and non job-related characteristics (e.g., personality, appearance, affirmative action quotas); rated each women on a series of bipolar adjectives addressing either competence or character; and completed the Woman as Manager Scale (WAMS). Results indicated that males exhibited a generally positive bias toward the attractive stimulus person, while females attributed attractive persons' success to external factors such as appearance or knowing someone in the company. Males' positive attitudes toward women in managerial roles were associated with more favorable attributions. However, women with high WAMS scores made more positive job-related and non job-related attributions for women in traditional jobs and attributed their success to affirmative action programs. The findings suggest the presence of subtle discrimination issues, especially for women who do not match the cultural standard of attractiveness. (JAC)

ED 234 345 CS 007 254

Chall, Jeanne; Snow, Catherine
Families and Literacy: The Contribution of Out-of-School Experiences to Children's Acquisition of Literacy. Final Report.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 22 Dec 82
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Language; Cultural Enrichment; Early Reading; Elementary Education; Elementary School Students; *Environmental Influences; *Family Role; Family School Relationship; *Literacy; *Reading Achievement; *Reading Comprehension; *Reading Difficulties; Reading Research; Writing Evaluation; Writing Skills

Addressing the question of why some children manage to continue successfully through the later stages of literacy acquisition while others are unable to meet the challenges presented by fourth and fifth grade reading tasks, an 18-month, in-depth study was conducted of the home environment factors influencing the reading comprehension of second, fourth, and sixth grade students. Analysis of the data, based on interviews with family members, students' reading scores, and in-class observations of student behavior, indicated that word recognition and vocabulary were influenced by the cognitively enriching activities some homes provide, and related strongly with children's time with adults rather than with other children or watching television. Reading comprehension, though not unaffected, was less powerfully dependent on such enrichment, but was related to the emotional climate in the home. More than word recognition or vocabulary development, reading comprehension appeared to require complementary supports from home and school--the positive self-concept that develops in an emotionally positive home and the direct instruction and skill practice offered by the school. The emotional climate of the home also related closely to the students' word production in writing tasks. (MM)

ED 234 361 CS 007 296

Danks, Joseph H.
Text Comprehension Processes in Reading: Appendix.
Kent State Univ., Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- NIE-G-78-0223
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Adults; Beginning Reading; *Cognitive Processes; Comparative Analysis; Learning Theories; Oral Reading; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; *Reading Strategies; Research Methodology
IDENTIFIERS- *Reader Text Relationship

The readings in this collection were prepared to accompany a report of a series of experiments conducted to determine what information readers, both skilled adults and children beginning to read, use when they read to understand a story. Titles of the readings are are (1) "Oral Reading: Does It Reflect Decoding or Comprehension?" (2) "Models of Language Comprehension," (3) "Experimental Psycholinguistics," (4) "Comprehension in Listening and Reading: Same or Different?" (5) "An Interactive Analysis of Oral Reading," (6) "Comprehension of Prose Texts during Reading," (7) "Comprehension Processes in Oral Reading," (8) "Integration of Sentence Meanings in Stories," (9) "Comprehension of Metaphors: Priming the Ground," (10) "An Information Processing Analysis of the Cognitive Processes Involved in Oral Reading," (11) "Reading Comprehension Processes in Polish and English," (12) "A Comparison of Reading Comprehension Processes in Polish and English," and (13) "Memory and Metamemory Processes: Levels of Processing and Cognitive Effort in the Retention of Prose." (FL)

ED 234 472 EA 015 921

Scrimger, Glen C.; Elder, Rory
Alternatives to Vandalism; "Cooperation or Wreckreation."
California State Office of the Attorney General, Sacramento. School Safety Center.
SPONS. AGENCY- California State Office of Criminal Justice Planning, Sacramento.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Sep 81
AVAILABLE FROM- School Safety Center, Office of the Attorney General, 555 Capitol Mall, Suite 655, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Check Lists; Codes of Ethics; *Community Involvement; *Crime Prevention; Discipline; Educational Environment; Elementary Secondary Education; Guidelines; Legal Responsibility; Nontraditional Education; Parent Responsibility; Program Descriptions; *Program Development; School Community Programs; School Community Relationship; *School Vandalism; Stealing; *Student Participation
IDENTIFIERS- California; PF Project

Recommendations for preventing school vandalism and theft are provided in this guide. Following an introduction which cites factors related to school violence and steps which can be taken to reduce crime, the following general measures are discussed: (1) firm and fair school discipline including codes of conduct; (2) enforcement against loitering and intruders; (3) financial restitution for damages and the liability of parents for their child's actions; and (4) keeping the community informed of the problem and consequences of school vandalism. Characteristics of successful vandalism prevention programs are then briefly described, followed by examples of a variety of programs which involve students and the community including pride and awareness programs, neighborhood watch programs, student-centered and curriculum-oriented programs, and alternative education programs. In order to assist individual schools in assessing their school climate, a 69-item checklist is provided. (DC)

ED 234 486 EA 016 072

A Guide to Education Finance in Oregon. Technical Report No. 2.
Barney (Don) & Associates, Portland, OR.; Cheatein Economic Consulting, Salem, OR.
SPONS. AGENCY- Foundation for Oregon Research and Education, Portland.
PUB DATE- Apr 83
AVAILABLE FROM- Foundation for Oregon Research and Education, 1708 S. W. Columbia Street, Portland, OR 97201 (not available separately; set of four Technical Reports on Financing Public Education in Oregon available for $20.00 per set; see EA 016 071-074).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; *Educational Finance; Elementary Secondary Education; Financial Needs; Financial Problems; Government School Relationship; Higher Education; *Public Education; *State Aid; State Colleges; State School District Relationship; State Universities; *Statewide Planning
IDENTIFIERS- *Oregon

The second in a series of four technical reports, this study surveys public education finance in Oregon by focusing on the appropriations for education out of state revenues, on the role of property tax levies for local government support of schools, and on the funding and expenditures at each level of the state's public education. An outline of revenues and expenditures from the state's General Fund and other state revenue sources shows the extent of state support for education. The heavy reliance of Oregon school districts on local property taxes is explained through the types of property taxes levied and the methods of computing tax rates. The respective revenue sources and major expenditures of each component of public education are then examined, with salient features of the finance system highlighted for each level. A summary comparison of data from each sector focuses on the relative levels of appropriation, enrollment, state appropriations per student, school expenditures per student, and state support of operating expenditures. Tables provide figures on state and local tax revenues, state expenditures for educational programs, and overall educational revenue and expenditure at each level of public education. (JW)

ED 234 500 EA 016 087

Lines, Patricia M.
Compulsory Schooling and Nontraditional Education. Issuegram 12.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the State, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1. on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Accreditation (Institutions); Bulletins; *Compulsory Education; *Court Litigation; Elementary Secondary Education; Nonschool Educational Programs; *Policy Formation; State Standards

Because parents are placing increasing numbers of their children (100,000 more per year) in nontraditional (and sometimes unaccredited) schools for reasons that include religious concerns and dissatisfaction with public schools, state education policymakers are being asked to change laws requiring certified teachers in primary schools and compulsory school attendance. This paper examines issues of interest to such policymakers: testing data for unapproved education, state education requirements, court challenges, and policy alternatives questions, and implications. (PB)

ED 234 516   EA 016 103

Flakus-Mosqueda, Patricia
Boards, Departments, Chiefs and State Education Policy. Issuegram 42.
Education Commission of the States, Denver, Colo.
PUB DATE- 15 Apr 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Administrative Problems; Administrator Role; Bulletins; *Educational Administration; *Educational Policy; Elementary Secondary Education; Postsecondary Education; Retrenchment; *State Boards of Education; *State Departments of Education; State Government

Tightened budgets and more decentralized governance of education demand greater effectiveness of state boards of education, departments of education, and chief state school officers, and offer them new opportunities for leadership. State boards have broad authority to make policy, though their significance is often underestimated. Researchers recommend that boards increase their effectiveness by: reducing time spent on administration at the expense of policy questions; lessening dependence on chief school officers and departments of education by increasing budgets for research staff; and gaining influence by more frequent meetings and greater visibility. State departments of education administer policies established elsewhere but shape policy as they implement it. Their future depends on successfully integrating diverse functions into their overall structure, expanding capabilities for policy analysis so that governors and legislators will consult them, and meeting the increased demand for technical assistance to districts. Chief state school officers manage the department of education and represent the interests of education to state government. Suggestions for making the job attractive to more capable candidates include increasing salaries, guaranteeing greater job security, and expanding the chief's authority and responsibilities. (MJL)

ED 234 548 EC 160 415

Garrett, Roger
Implications and Applications for Speech Communication. Alternative Techniques for Teaching Speech Communication to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *College Students; Course Content; Higher Education; *Learning Disabilities; *Speech Communication; Speech Instruction; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A college communication professor discusses methods which will help learning disabled (LD) as well as non-LD students. General techniques advocated include presenting information in a variety of ways, allowing opportunities for questions and clarification, using an organized presentation of information, and being flexible in assignments and evaluation. Questions surrounding the faculty's role in accommodating LD students are discussed. Specific suggestions for teaching a course on interpersonal communication include using tape-recorded materials, peer instruction, study questions, out-of-class projects, and study sessions to prepare for evaluation. Among appendixes are a course syllabus and a description of a role playing activity. (CL)

ED 234 157 CE 036 799

Valadez, Concepcion M.; McNiel, John D.
Relating the Reading Skills of Minority-Bilingual Personnel to the Reading Demands of Work. Final Report.
California Univ., Los Angeles. Graduate School of Education

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Jul 83
CONTRACT- NIE-G-0985
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Auto.Mechanics; *Bilingualism; *Criterion Referenced Tests; *Job Performance; *Minority Groups; Office Occupations; Predictor Variables; Reading Ability; *Reading Skills; Reading Tests; Relevance (Education); Secondary Education; *Test Validity
IDENTIFIERS- California (Los Angeles)

A study examined the reading skills of minority and bilingual auto mechanics and office workers in the Los Angeles metropolitan area in order to determine the relationship between the reading skills tested in competency-based exams given in high schools and those required for on-the-job performance. The first phase of the study included both linguistic analyses of materials and task analysis of the jobs under study. During the second phase of the project, researchers conducted on-site interviews with and administered high school competency exams to 80 auto mechanics and 92 office workers who are from minority groups. The variance in on-the-job reading performance that can be accounted for by the reading skills on competency tests turned out to be 39 percent for auto mechanics and 25 percent for office workers. While the basic skills measured in competency-based exams were found to be more relevant to advanced jobs in both fields than to entry positions, they appeared to be good predictors of ability to accomplish job-related reading tasks, with general comprehension skills, such as finding a main idea and following a sequence of events to be transferable to reading at work. (MN)

Pre-Industrial Training Workshop.
Amarillo Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Research and Innovative Programming Unit.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Proceedings (021)
DESCRIPTIONS- Apprenticeships; Assertiveness; *Career Choice; Career Education; Career Planning; Communication Skills; Coping; Employment Interviews; Employment Qualifications; Females; Job Application; *Job Skills; Mathematics; Muscular Strength; *Nontraditional Occupations; Physical Fitness; Self Concept; Self Evaluation (Individuals); Skilled Occupations; *Trade and Industrial Education; Vocational Interests; *Womens Education; *Workshops
IDENTIFIERS- Stress (Biological)

Participant materials are provided from a workshop to acquaint women with nontraditional careers in the skilled trades and to help them become more knowledgeable about their options in making informed career decisions. The agendas for five day-long sessions outline the scope of the workshop that emphasizes basic math skills, hands-on experiences in nontraditional occupational areas, specific requirements needed for nontraditional careers, work-related tests, and familiarity with terminology and hand tool usage. Representative materials in this package include a self-analysis shield, self awareness/knowledge instruments, information on assertiveness, role playing situations, information on communications, a quiz on women in the work force, a vocational interest checklist, information on types of training for nontraditional careers, information on potential problems in nontraditional fields, a life change questionnaire, suggestions for coping with stress, instructions for meditative relaxation, requirements and problems in apprenticeships, information on job interviews and applications, sources of information about employment, 25 pages of math problems, and six pages of exercises for physical fitness. (YLB)

ED 234 212 CE 036 953

Branscum, S. Y.
Senior Citizen Self Revitalization Manual and Guide. A Community Approach.
Southeast Missouri State Univ., Cape Girardeau.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Abstracts; *Community Programs; Community Resources; Educational Opportunities; Guidelines; Individual Needs; *Job Placement; *Job Training; Needs Assessment; Objectives; *Older Adults; Program Design; Program Development; Program Effectiveness; Program Implementation; Publicity; Recruitment; *Self Actualization; Self Esteem; Volunteers
IDENTIFIERS- *Revitalization; *Work Again Project

This manual details a program designed to facilitate the self-revitalization of senior citizens at the community level utilizing community resources. Discussed in the first three chapters of the guide are the background and theoretical premise, structure and organization, and the results of the Work Again Project, a senior citizen retraining and job placement project that served as the prototype for the project outlined in the manual. Next, guidelines are set forth for assessing community needs and resources, for developing strategies for recruitment and project promotion, for making work and volunteer placements, and for providing training and educational opportunities to senior citizens. Examined next are the self-concept changes that occurred in the senior citizens participating in the project, as measured during the job placement phase of the project. Concluding the guide is a section of related materials that contains a bibliography, a listing of programs for senior citizens, and abstracts for the Work Again Project final report for 1981 and 1982. (MN)

ED 234 226 CE 036 974

Health Occupations. Body Structure and Function. 500 Series.
State Fair Community Coll., Sedalia, Mo.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
REPORT NO.- HO-R83-501-507
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; *Anatomy;

Behavioral Objectives; Guidelines; *Human Body; Instructional Materials; Learning Activities; Lesson Plans; *Physiology; Program Implementation; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Digestive System; *Gastrointestinal System

This curriculum guide consists of seven packets of material for use in teaching a course on body structure and function. Addressed in the individual sections are the following topics: the digestive system; the buccal cavity; the gastrointestinal system; the intestines; the liver, gall bladder, and pancreas; the digestion of food, and the absorption of nutrients. Each section contains an introduction; a list of objectives; a list of procedures for students to follow when completing the lesson; an informational assignment; one or more information sheets; one or more activity sheets; a student evaluation; and a detailed lesson plan that includes lesson objectives, a list of supplementary teaching and learning items needed, references, an introduction to the lesson, a detailed outline of information to be covered during the lesson, interaction items, classroom and laboratory activities, evaluation items, and answer keys to the student evaluation and activities. (MN)

ED 234 241 CE 037 017

Student Clubs. Cooperative Occupational Education, Unit 2. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; Instructional Materials; Learning Activities; Secondary Education; *Student Organizations; *Student Participation; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce the benefits and purposes of student clubs and to stimulate student interest in forming and participating in their own COE club. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on three information topics: benefits of belonging to student clubs, purposes of student clubs, and starting a student club. (YLB)

ED 234 284 CG 016 878

Hotard, Stephen R.
The Stability and Validity of Academic Achievement.
PUB DATE- 10 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; Evaluation Methods; Grades (Scholastic); *Predictive Validity; *Predictor Variables; Student Evaluation; Students; *Test Reliability

Texts on measurement theory report many studies on the consistency of intelligence test scores, but the stability of academic achievement over the school years has never been adequately studied. To investigate the stability of achievement test scores from fourth grade to college, a random sample of 100 students was selected from a 1978 graduating class. Achievement test scores from the Scholastic Testing Service Educational Development Series were available on each subject from fourth, sixth, eighth, and tenth grade. Teacher-assigned grades, ACT scores of 37 students, and first semester college grades for 31 students were also analyzed. Results of multiple regression analyses showed that fourth grade scores were powerful predictors of tenth grade level performance, demonstrating the stability of achievement tests. Results also showed that teacher-assigned grades were limited in reliability and validity. An examination of the instability of achievement test scores for individuals from fourth to tenth grade illustrated that, in general, the closer the grade levels, the smaller the amount of variability for individuals from year to year. Findings indicate that early school functioning predicts later school functioning in a powerful manner, suggesting that remediation of deficiencies in the early grades is critical for a child's later academic progress. (JAC)

ED 234 393 CS 207 760

Petersen, Bruce T.; And Others
Computer-Assisted Instruction, Research, and the Writing Process: "Well, It Looks Good, But Can It...?"
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Educational Cooperation; *Evaluation Criteria; Evaluation Methods; Higher Education; *Program Evaluation; Writing (Composition); *Writing Instruction; Writing Research

A successful program of computer-assisted instruction (CAI) in composition will require collaboration between writing teachers and computer experts. Although programs can be carefully evaluated prior to their purchase, the effectiveness of a composition CAI program can be judged only after conducting empirical research with specific student populations, and until substantial research on the CAI program used in a writing program is conducted, instructors cannot know what its ultimate value will be. Such research must answer the following questions: (1) Does this CAI program guide students through the composing process? (2) Does it provide a useful supplement to classroom instruction? (3) Does it have an effect on students' writing attitudes? (4) Is the program more effective in teaching some rhetorical tasks than others? and (5) Will it encourage students to write more? Each school or university must develop its own set of test instruments to answer these questions. One college used four types of instruments for collecting evaluative data on its own CAI program--questionnaires for teachers and students; a survey of student attitudes with pretests and posttests and a control group; student narratives of their experiences with CAI; and a limited collection and an analysis of protocols comparing the composing processes of students who have used the CAI program with those who have not. (HTH)

ED 234 424 CS 207 877

Koelling, Robert
Market Analysis: Helping Creative Writing Students Publish.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Creative Writing; *Higher Education; *Marketing; *Periodicals; Publications; Resource Materials; Writing (Composition); *Writing Instruction
IDENTIFIERS- Market Analysis; Writers Market (Book); *Writing for Publication

Writing instructors can combat the odds against getting published by making sure that students submitting their work to professional publications know what they are doing. Generally, entries in the "Writer's Market" guide to publishing markets include a description of the material the magazine is looking for and words of wisdom from the editor. Probably the most useful general work of its kind, "Writer's Market" can present some problems if used without caution. First, it uses the same format to describe all the magazines, tending to make them sound alike. Second, it occasionally lists magazines no longer publishing or editors no longer on the staff. Third, it states needs in such general terms as to be frequently meaningless. One way to help students avoid these problems is to abstract representative "tips" from the "Writer's Market" listings. These tips fall into five general categories: (1) know the publication, (2) write well, (3) be honest, (4) know the publication's specific needs, and (5) do not be discouraged. "Writer's Market" entries do offer guidelines for writing for specific publications and some sample copies, which are worth sending for. Finally, several additional magazines are useful for market analysis, "The Writer" and "The Writer's Digest" being perhaps the best known. (HTH)

Gowen, Doris
The Effects of Small Group Counseling Using Structured Activities on the Self-Concept of Disadvantaged Post-Secondary Students.
Southeast Kansas Area Vocational-Technical School, Columbus.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Counseling Effectiveness; *Counseling Techniques; *Disadvantaged; Displaced Homemakers; Dropout Prevention; Educational Counseling; Employment Potential; *Group Counseling; Postsecondary Education; Program Effectiveness; Program Implementation; Self Actualization; *Self Concept; Self Concept Measures; Self Evaluation (Individuals); Technical Education; *Two Year College Students; Vocational Education; Vocational Schools

The purpose of this study was to investigate the effect of group counseling using structured activities on the self-concept of disadvantaged postsecondary students enrolled in vocational-technical schools. Volunteers meeting Comprehensive Employment and Training Act (CETA) and Basic Educational Opportunity Grant (BEOG) definitions of "disadvantaged" were randomly selected and placed into two groups, a control group and an experimental group. The experimental group met twice weekly for a total of 12 counseling sessions. In the sessions, the counselor tried to assist students to learn more about self, plan some intervention strategies to improve student self-concepts, and prevent absences, tardiness, and dropouts, while students tried to succeed in school and employment. The clinical and research form of the Tennessee Self-Concept Scale was given as a pre- and posttest. Statistical data gathered were compared through the F test of analysis of variance. Based on the findings of the study, these suggestions were made for similar counseling programs: (1) handouts with minimum amounts of reading material at an easy reading level should be used; (2) interactions through dyads or small groups of five or less are very effective; and (3) six one-hour sessions would be sufficient, using selected structured activities perceived by the students to be interesting and worthwhile. Activities used in the counseling sessions are included in the appendix. (Author/KC)

ED 234 185 CE 036 891

Consumer Education in Vocational Homemaking Education in Texas. Summary Report.

Stephen F. Austin State Univ., Nacogdoches, Tex.; Texas Tech. Univ., Lubbock. School of Home Economics.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- Jun 81

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Child Development; Clothing; *Consumer Education; Curriculum Evaluation; *Educational Needs; Family Life; Food; Graduate Surveys; High School Graduates; High School Students; Home Furnishings; Home Management; Housing; Needs Assessment; Nutrition; *Occupational Home Economics; *Relevance (Education); Secondary Education; State Programs; State Surveys; Student Attitudes; *Student Educational Objectives; Textiles Instruction

IDENTIFIERS- *Texas

A study examined the perceptions of present and former high school students enrolled in vocational homemaking education courses in Texas concerning the usefulness of consumer education concepts developed in the homemaking education program. Using a project-developed survey instrument, researchers collected data from 490 current and 416 randomly selected former students enrolled in vocational homemaking courses. Both the current and former students perceived the consumer education concepts in child development as the most useful. Comparison of the mean scores of former and current students shows that the former students perceive the consumer education concepts in consumer education, home management, housing and home furnishings, food and nutrition, and clothing and textiles to be significantly more useful than did the current students. Included among the background variables found to influence the respondents' perceptions of the usefulness of consumer education concepts were school enrollment status, community size, and number of homemaking courses taken. Based on these findings, recommendations were made calling for development of additional strategies to motivate students to study concepts such as consumer cooperatives, the consumer price index, credit abuse, consumer legislation, consumer complaints, and international trade. (MN)

Managing Personal Relationships. Cooperative Occupational Education, Unit 16. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cooperative Education; *Family Life; *Interpersonal Relationship; Learning Activities; Learning Modules; Parenthood Education; Parent Role; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Values; *Values Clarification; *Values Education; Vocational Education

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to help students examine and develop their values regarding personal relationships with family, friends, marriage partners, and children of their own. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

Richardson, Linda M.; Pratt, Mary Alice
Improving Memory in the Aged.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.
PUB DATE- Nov 81
GRANT- DHHS-1R21-NU00839
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aging (Individuals); Cognitive Processes; Depression (Psychology); Life Satisfaction; *Memory; Mnemonics; Morale; *Older Adults; *Program Effectiveness; Psychological Patterns; *Training

This paper reports the results of an evaluation of a didactic-experiential program designed to improve memory functioning in healthy older adults with memory complaints, and to allay their concerns (in this case, largely unfounded) about the decline of their memory. The 7-week workshop met weekly for 2 hours, each session consisting of a lecture on one aspect of memory function and aging, and practice of a memory-enhancing strategy. The sample consisted of 13 older adults, 12 females and 1 male, with a mean age of 70.9 years. On pretesting, participants reported moderate concern about the adequacy of their memory despite demonstrating accurate recall of recent and remote information. Additionally, they evidenced moderate life satisfaction and mild depression. After completing the program, participants showed a decline in worry about their memory and a slight increase in their life satisfaction and mood. Moreover, participants' satisfaction with the program was high. Results of this preliminary study suggest that memory concerns of older adults can be alleviated and morale improved by the provision of factual information about memory and aging and by instruction in specific techniques for improving memory performance. (Author)

ED 234 377 CS 207 462

Buddemeier, Richard E.
Discovering Writing Ownership in the Process of Learning to Write.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Communication (Thought Transfer); Higher Education; Research Methodology; *Revision (Written Composition); *Student Attitudes; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Audience Awareness; *Freshman Composition

In a 14-month collaborative effort between a beginning writer and a researcher, interviews, classroom observations, and experiences in writing and presenting papers provided a descriptive record of a writer's changing perception of writing. From seeing writing as a mysterious act performed for the teacher and only vaguely reflecting his own ideas and values, the subject gradually came to recognize his personal ownership of his writing. Data suggest this sense of ownership entailed (1) claiming meaning in writing, (2) seeing writing as valuable both to oneself and to others, and (3) choosing an audience. The subject's claim to ownership led to his determination to communicate as effectively as possible, revising until he was satisfied with the results. The unique methodology of this study commends to researchers an essential way of viewing writing--through the writer. (MM)

ED 234 409 CS 207 850

Schuster, Charles I.
The Un-Assignment: Writing Groups for Advanced Expository Writers.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advanced Courses; Course Descriptions; Course Organization; *Expository Writing; Group Activities; Higher Education; *Peer Evaluation; *Self Directed Groups; Student Participation; *Teaching Methods; *Writing Evaluation; *Writing Instruction

To help committed student writers make the transition from school-sponsored to self-sponsored forms of discourse, an advanced expository writing course combines student-chosen writing assignments with a pedagogical structure that promotes a sensitive and critical response to prose. The class is organized into writing groups containing four or five students each. Every week students take turns giving two readings of three or four pages of new, finished prose. Following the second reading, all group members comment on their responses to the words, tone, organization, and argument of each paper. To increase motivation and provide guidelines for peer evaluations, the teacher listens to and critiques one paper per group every week and offers a quick evaluation of group effectiveness. Writing groups are effective because they (1) consolidate four essential components of rhetorical study--writing, reading, speaking, and listening; (2) encourage writer ownership through self-generated assignments; (3) inspire rising expectations among peer readers; (4) improve the writer's sense of sound and rhythm through oral reading; (5) help listeners develop short-term memory skills; (6) merge audience and writer, subject and response; and (7) show students the value of revising. (An introduction to the course, writing group guidelines, and advice to writers and listeners are appended.) (MM)

ED 234 441   CS 504 299

How to Teach Small Group Decision-Making in a Basic Business Communication Class. 1981 American Business Communication Association National Committee Report. Unit III. Research and Methodology. Teaching Methodology and Concepts Committee--Subcommittee--3.

American Business Communication Association, Urbana, Ill.
PUB DATE- 81
AVAILABLE FROM- American Business Communication Association, 100 English Building, 608 South Wright St., Urbana, IL 61801 ($1.37).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business Education; *Class Activities; Course Descriptions; Decision Making; *Decision Making Skills; Group Dynamics; Higher Education; Interpersonal Communication; *Small Group Instruction; *Speech Communication; *Speech Instruction; Speech Skills; *Teaching Methods; Units of Study

College business communication courses should assist students to learn both how small groups make decisions and how to facilitate small group discussions. Through a unit on small group decision making, the student should be able to understand the role of small groups in organizations, the process of decision making in groups, and the importance of evaluating group dynamics. A suggested topic outline may include the fundamentals of small group decision making and the assessment of group characteristics (size of group, background of members, and purpose of group--finding facts, making analysis, drawing conclusions, making recommendations, or making decisions), as well as present small group processes (preparation of members, group techniques, group dynamics, and group maintenance). To meet the demands for group and individual work, teachers may try varied activities such as introduction exercises, mock interviews, simulation activities, field work, library assignments, conference planning, round-table discussions, and brainstorming. (A 38-item annotated bibliography is appended.) (HOD)

ED 234 457 CS 504 389

Porcella, Frank E.
Midwest Radio Survey: Management Identification of Vocational Needs and Perceptions of Entry-Level Skills and Long-Term Success Characteristics.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Broadcast Industry; Career Education; *Communication Research; *Curriculum Development; *Education Work Relationship; *Employment Qualifications; Higher Education; *Radio; Speech Communication; Vocational Aptitude; Work Experience Programs
IDENTIFIERS- Theory Practice Relationship

To help with the curriculum development of college broadcasting programs, a survey was administered to 375 radio station managers in major, medium, and small midwest markets. Designed to establish the vocational needs of radio stations, determine and prioritize entry level broadcasting skills, and identify characteristics of success for long-term industry employees, the survey indicated that higher education broadcasting should give students the following: (1) a well-rounded education with coursework in business and broadcasting; (2) experience at a commercial radio station, possibly through a college internship program; (3) opportunity to develop communication skills; and (4) a program reflecting state-of-the-art broadcasting technology. Underlying the study was the assumption that commercial broadcasters and professional educators must work together to create an effective educational program for people seeking careers in broadcasting. (The survey instrument and results are appended.) (MM)

ED 234 501 EA 016 088

Armstrong, Jane
Education for Economic Growth. Issuegram 13.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Advisory Committees; Basic Skills; Bulletins; Community Involvement; Cooperative Programs; Curriculum Enrichment; Curriculum Evaluation; *Economic Development; *Educational Improvement; Elementary Secondary Education; National Surveys; *School Business Relationship; School Community Relationship; Teacher Effectiveness; Teaching Skills

The Education Commission of the States (ECS) Task Force on Education for Economic Growth was established in 1982 and is made up of governors, business and industry leaders, labor representatives, members of the technical community, and educators. The task force has surveyed 40 states and found programs and activities enhancing economic growth. Many states have established task forces to study the issues as well as community involvement programs to encourage citizen and business involvement in education programs. Enhancement programs also exist, and their purposes fall into three categories: to improve student skills, to improve teacher quality and quantity, and to improve curriculum. The ECS task force has identified four goals: (1) create an understanding of the need for a well-educated work force; (2) evaluate current education programs' legislative actions to improve education; and (4) promote partnerships to improve education for economic growth. A list of ECS task force members and their positions is included. (MD)

ED 234 531 EC 160 095

Mills, Carol J.
Personality Characteristics of Gifted Adolescents and Their Parents: Comparisons and Implications for Achievement and Counseling.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Gifted; Interpersonal Competence; *Personality Traits; *Sex Differences

Personality characteristics were assessed for 65 male and 85 female gifted adolescents and their parents. Ss were enrolled in a college program for gifted students. The Myers-Briggs Type Indicator and the Adjective Checklist were used to describe personality patterns found in this group and to compare the gifted student to other populations. A set of personality characteristics that differed from other adolescent groups was found for the gifted students, although a diversity of types was found in the gifted population. Although the sexes were very similar in personality type, they differed in whether they preferred an interpersonal (females) versus an impersonal (males) orientation. Striking differences were found between personality preferences found for the gifted and those expressed by their parents. Personality was related to achievement for only the boys, with extroverted, thinking, judging types receiving higher grades in the college seminars. (Author/CL)

ED 234 227 CE 036 976

Root, Lawrence S.; Zarrugh, Laura H.
Innovative Employment Practices for Older Americans.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Age Discrimination; Blue Collar Occupations; *Employer Attitudes; Employment Potential; *Employment Practices; *Employment Problems; *Employment Programs; Futures (of Society); *Middle Aged Adults; Part Time Employment; *Personnel Policy; Policy Formation; Public Policy; Retirement; Retirement Benefits; Unemployment; White Collar Occupations
IDENTIFIERS- *Older Workers; Social Security

Many companies recognize the importance of including older persons in the labor force, but barriers still exist that limit their productive employment. Negative stereotypes may influence hiring and promotion decisions, and training opportunities may be closed. A study was conducted of private sector employment programs/practices that are intended to increase employment options for older workers, using the University of Michigan National Older Workers Information System (NOWIS), a computerized information system containing descriptions of company programs/practices for older workers. A range of private sector approaches was analyzed to determine the extent to which different employment problems are addressed and how these programs/practices meet the personnel needs of the companies involved. The analysis suggests that programs are successful when they are symbiotic--benefiting both the worker and the company. Approaches tend to focus on special programs to use needed technical or professional skills and/or to employ people for part-time or temporary work. Most programs involve white-collar workers; programs for blue-collar workers generally were concentrated in service occupations. Social Security policies, employee benefit policies, and the state of the economy all have important implications for older workers, the study found. Private sector programs can be expected to expand with the growth in the proportion of older persons in the labor force. These efforts, however, will probably be limited to situations in which a program or practice works to the mutual advantage of employers and older workers, especially with regard to blue-collar production workers and nonclerical white-collar workers. For these groups, other approaches may be needed. (KC)

ED 234 269 CE 037 086

Career Preparation Program Curriculum Guide for: Metal Fabrication, Machinist Training.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-9261-0
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; Cooperative Education; Course Descriptions; Curriculum Guides; Engineering Drawing; High Schools; Learning Activities; Learning Modules; *Machine Tools; Machinists; Measurement; *Metal Industry; Metallurgy; Metals; *Metal Working; Postsecondary Education; Program Descriptions; Safety; Secondary Education; Trade and Industrial Education; Welding

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the metal fabrication machinist training program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from 1 to 19 modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 18 units in the grade 11 program and the 17 units in the grade 12 program include cooperative career preparation; shop practices, human relations, and safety; hand tools; mechanical drawing; soldering; gas welding; oxyacetylene welding, brazing, and cutting; shielded metal arc welding; metallurgy; power saws, shapers, and milling machines; hot metals; grinding, polishing, and surface finishing; drilling, reaming, and tapping; lathes; drill press operations and setups; power saws, fitting, and assembly; measurement; blueprint reading; applied mathematics; and rigging and material handling. Section four contains resource materials and a chapter on rigging and erection. (YLB)

ED 234 330 CG 016 924

Gardner, Daryle Jean
An Undergraduate Program in Human Factors: The Need, the Problems, and the Outlook.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bachelors Degrees; College Curriculum; *College Programs; College Students; *Curriculum Development; Curriculum Problems; Higher Education; *Human Factors Engineering; *Majors (Students); Program Descriptions; *Psychology; *Undergraduate Study
IDENTIFIERS- *Kearney State College NE

This article describes the development of an undergraduate psychology program in human factors engineering (the application of psychological principles to systems/technology development and usage). The need for such programs, as evidenced by the positive reactions of industry and academia to the program at Kearney State College, Kearney, Nebraska, is noted. Problems requiring consideration during the development and administration of the program are discussed, including: (1) recruiting science-oriented high school students; (2) filling the gap created by the lack of an engineering curriculum; (3) providing students with opportunities for application of skills; and (4) fostering awareness of human factors in agencies that could benefit from it. The employment prospects for undergraduates with degrees in this area are discussed, and it is suggested that human factors programs may provide an avenue to fulfilling careers for those psychology majors who do not expect to continue their education beyond the baccalaureate level. A list of required and elective program courses is provided. (Author/WAS)

ED 234 346 CS 007 257

Wegman, Edward
International Circulation of Books. Studies on Books and Reading No. 3.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; Foreign Countries; *Global Approach; *Marketing; Peace; *Problems; *Production Techniques; *Publishing Industry; Reading Habits; Reading Interests; Reading Research

Noting that the technological revolution in book production has led to more effective means of distribution and increased the number and variety of reading materials available in the world, this report examines several issues connected with the international circulation of books. Following a brief introduction to the subject, the various sections of the report deal with the following topics: (1) books in the service of international understanding and peace, (2) international trade in books, (3) book distribution networks and problems, (4) standards and standard setting, and (5) measures to ease the flow of books. (FL)

ED 234 362 CS 007 298

Stansell, John C.; Moss, R. Kay
Dealer's Choice: The Language Processing Game. Instructional Research Laboratory Technical Series #R83006.
Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Content Area Reading; Elementary Secondary Education; Higher Education; *Language Processing; Language Research; Language Rhythm; *Language Skills; *Language Usage; *Oral Language; *Reading Instruction; Reading Material Selection; Story Telling; *Writing Instruction

Language is a complex social event. The rules determining its use vary with (1) the language field--the subject, text, and purpose; (2) the tenor of the social interaction; and (3) the mode or type of communication being used. The impact of the field, tenor, and mode on language use is reflected in a college student's retelling of a story to a university professor in his office, her family at dinner, and a friend while walking to lunch. Analysis revealed that of the three narratives, the retelling to the professor was the briefest, had the shortest idea units (usually single clauses punctuated by a rise in voice and a brief pause), and showed the fewest centers of interest (the oral equivalent of paragraphs). It also had the largest number of stalling devices. A comparison of stories a poor language user told in two distinct settings suggests the impact of past experience on present language use. While creating a vivid, complex story in what he perceived as a social situation, the student showed increased hesitancy, decreased mean length of idea units, and fewer and less well developed centers of interest in a story told for more obviously instructional purposes. These observations suggest that teachers need to provide students with a wide variety of authentic writing and reading opportunities. Writing pen pals, writing or reading to younger students, and reading trade materials acquaint students with the real uses of language as it occurs in their world. (MM)

ED 234 517 EA 016 104

McGuire, C. Kent
School Facilities and Deferred Maintenance. Issuegram 43.
Education Commission of the States, Denver, Colo.
PUB DATE- 6 Jun 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bond Issues; Bulletins; Capital Outlay (for Fixed Assets); *Change Strategies; *Educational Facilities; Educational Finance; Elementary Secondary Education; *Financial Policy; Operating Expenses; School Funds; School Maintenance; *State School District Relationship
IDENTIFIERS- *Deferred Maintenance

School systems have been forced to postpone purchases of new equipment and to defer repair and renovation projects. At present, 39 states provide support for local school district capital expenditures through five primary mechnanisms: full state assumption, state/local sharing, state flat grant, state equalizing grant, and state loans. In response to high and volatile interest rates, increased competition within the municipal bond market, and reduced investor demand for tax-exempt securities, state policymakers might consider new ways of structuring tax-exempt bond issues that have the advantages of lower interest costs to issuers and of a broader potential market. However, state policymakers should be aware of the pros and cons of various creative financing techniques before modifying existing legislation to permit their use. (MLF)

ED 234 549 EC 160 416

Utzinger, John
Logic for Everyone. Alternative Techniques for Teaching Logic to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *College Students; Course Content; Higher Education; *Learning Disabilities; *Logic; Logical Thinking; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

The booklet describes ways in which a logic teacher learned to accommodate learning disabled college students. Information on structuring the course includes general principles (such as clear expectations and a variety of learning modalities), considerations in identifying LD students, and use of a detailed course syllabus. He reviews a typical class session with procedures that are helpful to LD and non-LD students alike. Miscellaneous suggestions are offered concerning pictures and diagrams, drill, examinations, and computer assisted instruction. Concluding remarks focus on the importance of helping students apply logic to everyday situations. Appended material includes exercises to identify students with possible LD and a course syllabus. (CL)

Van Horn, Carl; And Others
An Evaluation of the Targeted Jobs Demonstration Program. Final Report .
Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.
SPONS. AGENCY- Community Services Administration, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.; Department of Labor, Washington, D.C.; Department of Transportation, Washington, D.C.; Economic Development Administration (DOC), Washington, D.C.; Small Business Administration, Washington, D.C.
PUB DATE- 83
CONTRACT- HUD-6540
AVAILABLE FROM- Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; Comparative Analysis; Coordination; *Demonstration Programs; *Economically Disadvantaged; Economic Development; *Employment Opportunities; Employment Practices; Entrepreneurship; Federal Aid; Federal Programs; *Job Training; Linking Agents; Minority Groups; National Programs; *Program Effectiveness
IDENTIFIERS- Comprehensive Employment and Training Act; *Job Target Approach; Private Sector; *Targeted Jobs Demonstration Program

The Targeted Jobs Demonstration Program (TJDP) was a two-year, six-agency demonstration project under which 14 communities received federal funds to encourage local coordination of federal programs to link federally assisted economic development programs with employment and training programs for individuals from minority groups and for economically disadvantaged persons. To evaluate the effectiveness of the TJDP, researchers conducted three rounds of field research and prepared case studies on each of the 14 project sites. These analyses revealed the TJDP to be a partial success. While several communities either made no attempt or were unsuccessful in carrying out the demonstration's objectives, significant accomplishments were achieved in a few communities. This special record is not, however, surprising when the economic recession and reductions in federally funded economic development and employment and training programs are taken into consideration. Indeed, the experience of the TJDP site in Portland, Oregon strongly suggests that job targeting strategies can be an effective tool for helping disadvantaged persons obtain unsubsidized employment from private firms assisted by economic development investments. (MN)

ED 234 172 CE 036 845

Collins, Martha; Thompson, Barbara
A Guide for Working with Handicapped Students in Occupational Exploration.
Education Service Center Region 8, Mount Pleasant, TX.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Bibliographies; Career Education; *Career Exploration; *Classroom Techniques; Deafness; *Disabilities; Educational Resources; Emotional Disturbances; High Schools; Information Sources; Learning Disabilities; Mental Retardation; Partial Hearing; Physical Disabilities; Program Development; Secondary Education; Speech Handicaps; Student Evaluation; *Teaching Methods; Visual Impairments; *Vocational Evaluation

Intended to help teachers provide occupational exploration for handicapped students, this guide is also a source of information on handicapping conditions for regular classroom teachers. Guidelines are offered for occupational exploration classes, and descriptions and characteristics of students with the various handicapping conditions are provided. The handicapping conditions are discussed in eight sections; in some cases, several are combined for simplifying the discussions. The categories are (1) deaf and hard-of-hearing, (2) mentally retarded, (3) orthopedically impaired, (4) other health impaired, (5) seriously emotionally disturbed, (6) specific learning disability, (7) speech impaired, and (8) visually impaired. Each section contains a definition of the handicapping condition, a list of the behaviors the student may tend to exhibit, suggested instructional techniques, suggestions for student evaluation, modifications of equipment and materials, a teacher resource list (organizations and materials), and a bibliography. A section on vocational appraisal instruments that may be appropriate for use with special needs students is also included. Assessment areas are discussed, and information on vocational aptitude, interest tests, and work sample systems is provided. The last section lists curriculum guides for occupational exploration in six cluster areas: agribusiness and natural resources, business and office, construction, marketing and distribution, personal services, and transportation. (YLB)

ED 234 213 CE 036 955

CVAE-VEH Horticulture Course Outline.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Agricultural Machinery;

Agricultural Occupations; Agricultural Skills; Business Administration; Employment Opportunities; Equipment Maintenance; Equipment Utilization; Floriculture; *Greenhouses; Guidelines; High Schools; *Horticulture; Instructional Materials; Job Skills; *Landscaping; Nurseries (Horticulture); Nursery Workers (Horticulture); Ornamental Horticulture; *Plant Growth; Plant Identification; *Plant Propagation; Safety; Soil Science; Turf Management; Vocational Education

This curriculum guide consists of 14 units for use in teaching a high school level horticulture course. Covered in the individual units are the following topics: opportunities in horticultural occupations; plant classification and identification; structures and equipment used in producing greenhouse, ornamental, and nursery plants; greenhouse environment; soils and plant growth and development; propagation of plants; growing greenhouse plants; nursery plant production; developing and maintaining the landscape; establishing and caring for turf; soil and plant diseases, insects, organisms, and weeds in horticultural plants; floral arrangements; greenhouses and nursery business management; and horticultural equipment operation, maintenance, repair, and safety. Each unit contains some or all of the following: suggested procedures and activities, instructional text, transparency masters, and a list of related references. (MN)

ED 234 214 CE 036 956

ED 234 285 CG 016 879

Miller, William R.

Therapy without Therapists: Recent Research on Bibliotherapy and Other Minimal Contact Treatments.

PUB DATE- Apr 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Alcoholic Beverages; *Behavior Change; *Bibliotherapy; Case Studies; Counseling Techniques; *Drinking; Drug Rehabilitation; *Program Effectiveness; Psychotherapy; *Self Control; *Self Help Programs

Self-help programs can be used to replace, complement, or supplement formal treatment, but their effectiveness has been underestimated. To test the effectiveness of bibliotherapy in the treatment of problem drinkers, six studies were conducted over 7 years (1975-1982) comparing different treatment approaches. The combined data showed that for bibliotherapy clients who received nothing but a self-help manual, initial evaluation, and self-monitoring cards, the overall improvement rates were 78% at termination, 80% at 3-6 month follow-up, and 73% at 24 months. For all clients treated by all other methods combined the comparable rates were 82% at termination, 76% at 3-6 month follow-up, and 67% at 24 months. The success rate of bibliotherapy could not be attributed to seeking further treatment. Results suggest that bibliotherapy can provide critical conditions for change by providing information for the contemplation process, motivational techniques to help individuals reach determination, and specific strategies for active change. Supplmentary use of self-help is potentially useful in the maintenance stage of the change process as well. (JAC)

ED 234 299 CG 016 893

Laurie, William F.
White House Conference on Aging Literature: A Gold Mine of Issues for the 1980.
General Accounting Office, Washington, D.C.
PUB DATE- 23 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Crime; Delivery Systems; Equal Opportunities (Jobs); Gerontology; Government Role; *Health Services; Housing; *Human Services; *Needs Assessment; *Older Adults; *Quality of Life; Transportation; *Well Being
IDENTIFIERS- Social Security; *White House Conference on Aging

The 1981 White House Conference on Aging, particularly the 50 State Conferences on Aging, generated over 1,500 pages of data on aging, addressing over 3,000 issues. To summarize the information from the 16 Technical Committee reports, a conceptual framework was used which focused on the well being of older people in three dimensions - health, economic, and social. Of the 267 areas of concern 248 specifically focused on these three dimensions. The remaining 19 areas applied to all three dimensions and related to defining government roles, and involving public agencies and older people in setting goals, managing services, and advocacy. Health concerns comprized 67 of the 248 concerns; the major area of concern was long-term care. There were 84 economic concerns identified. Employment was the major issue followed by social security, housing, retirement, and family care. Social concerns accounted for 97 of the 248. Quality of life ranked first, followed by integrated services, transportation, communication, legal services, education, and crime. In addition to the 16 Technical Reports, major areas of concern were analyzed from the conference reports of the 50 states, the District of Columbia, the Navajo Nation, and the Territories. The state areas of concern paralleled those of the Technical Committees. (JAC)

ED 234 378 CS 207 465

Berry, Kathleen Susan
Using Oral Language to Learn in a Grade Five Classroom.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Classroom Communication; Classroom Research; *Communication Research; *Discussion (Teaching Technique); Elementary School Curriculum; Grade 5; Intermediate Grades; *Language Usage; *Oral Language; *Small Group Instruction
IDENTIFIERS- Promising Practices

To explore how fifth grade students used their oral language in small group discussions to remake information, a study set up a series of small group tasks in the curriculum areas of social studies, current events, science, poetry, and mathematics for one class of 28 Canadian students. Students were randomly divided into seven groups of four students each. The tasks were described on sheets that were distributed to each student. In addition, each task was explained to the small groups by the researcher who remained available for assistance. Each group's discussion was tape recorded and transcribed for further analysis. Findings revealed that each curriculum task placed different demands on the students' use of language: (1) in social studies the task of defining generally limited the expansion of thoughts; (2) the discussions in current events created the widest use of personal language strategies; (3) in science, the presence of concrete materials reduced the need for elaborated language use; (4) the poetry tasks produced restricted strategies for learning; and (5) the mathematics problems produced the language to learn, unique to the subject. (HOD)

ED 234 394 CS 207 764

Fairbairn, Kerry
Study Talk: Queensland's Contribution to the National Language Development Project.
Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1181-0
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Communication (Thought Transfer); Elementary Education; Improvement; *Language Acquisition; Language Processing; *Language Skills; *Oral Language; *Program Development; *Program Evaluation; Staff Development
IDENTIFIERS- Australia; *Study Talk Project

This report discusses issues having a major impact on "Study Talk," the Queensland component of an Australian language development project. After first outlining the procedures and organizational structures used to set up and conduct "Study Talk," the report briefly describes methods used to evaluate project operations and outcomes. It then identifies 10 key issues influencing the project's success and, in some cases, proposes changes in project design. Finally, it examines some of the achievements of "Study Talk," including increased teacher awareness of the importance of oral language to learning, greater student interest in classroom activities, and more effective curriculum development processes. (MM)

ED 234 425 CS 207 878

Reid, Margaret A.
The Image of the Child in Contemporary Black Literature: The Child in Its Environment, North vs. South.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Literature; *Black Stereotypes; *Black Youth; Books; *Characterization; Childhood Attitudes; Childrens Literature; *Negative Attitudes; Role Models; *Self Esteem

As black children are portrayed too often in literature with negative images, it is understandable why they suffer from low self-esteem. In addition to being described as impoverished, black children are shown to be ugly (according to European standards), semiliterate or illiterate, poorly dressed, and malnourished. Northern settings also frequently include such negative features as drug addiction, prostitution, sexual aberration, and other crimes. Stories by Diane Oliver, Ernest Gaines, and Louise Meriwether are representative of contemporary black literature with negative images. This does not mean, however, that teachers, writers, and parents must dwell on the negative side of reality. Writers must continue to produce more books and stories that will help black children develop positive self-concepts, individuality, pride in their heritage, and a sense of their potential and self-worth. They do not need books that foster antagonism, self-hatred, or feelings of inferiority and ugliness. Children's attitudes toward blacks are determined not by physical contact with them but by contact with prevailing attitudes toward them. Therefore, the negative portrayal of children in contemporary black literature must be changed. (HTH)

ED 234 473   EA 015 923

Howell, Jacquie
How to Plan and Implement a Workshop.
Association of California School Administrators.; Foundation for Educational Administration, Burlingame, Calif.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Budgets; Check Lists; Evaluation Methods; Facility Requirements; Human Resources; Models; *Professional Development; *Program Development; *Program Implementation; Public Relations; Questionnaires; Site Selection; *Workshops
IDENTIFIERS- PF Project

These guidelines were developed to assist school administrators who have the responsibility of organizing a one- to three-day professional development program. The first section outlines the tasks involved in planning and implementing a workshop. The remaining sections cover the following: (1) developing and utilizing the workshop theme; (2) marketing the workshop; (3) understanding the hotel (menu planning, reservations, and meeting room set-up); (4) selecting the site; (5) planning the budget; (6) developing evaluation forms; (7) designing the pre-registration brochure; and (8) planning workshop sessions. Also included is a list of human resources. (EM)

ED 234 487 EA 016 073

Oregon Education: Views of Oregon Opinion Leaders. Technical Report No. 3.

Barney (Don) & Associates, Portland, OR.; Chastain Economic Consulting, Salem, OR.

SPONS. AGENCY- Foundation for Oregon Research and Education, Portland.
PUB DATE- Apr 83
AVAILABLE FROM- Foundation for Oregon Research and Education, 1708 S. W. Columbia Street, Portland, OR 97201 (not available seperately; set of four Technical Reports on Financing Public Education in Oregon available at $20.00 per set; see EA 016 071-074).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Organization; Community Colleges; *Educational Finance; *Educational Policy; Elementary Secondary Education; Financial Needs; Financial Problems; Higher Education; *Opinions; Public Education; School Organization; State Colleges; State Universities; *Statewide Planning
IDENTIFIERS- *Oregon

The third of four technical reports on Oregon education finance, this report summarizes views of 44 opinion leaders in Oregon (including public officials, business leaders, educators, and journalists) on questions of education goals, quality, cost, and methods of decision-making. Answering questionnaires, the respondents first addressed issues of financing public education in Oregon, primarily the state's role in raising revenue for schools and the expenditures at each level from elementary to higher education. Other issues that underlie education finance comprise the second half of the report--that is, program objectives, administrative channels, and the division of educational responsibilities. Roles and responsibilities for the various sectors of public education are commented on, with emphasis on the priority of education as a public expenditure. The administrative structures in Oregon public education are also critiqued. The role of private education and the constituencies of educational sectors (K-12, community colleges, and higher education) are addressed, as well. The report includes a section summarizing the opinion leaders' views of the major education finance issues covered in the interviews. (JW)

ED 234 532 EC 160 099

Neal, Larry L.; Edginton, Christopher R.
EXETRA Perspectives: Concepts in Therapeutic Recreation.
Oregon Univ., Eugene. Center of Leisure Studies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-0-943272-03-3
PUB DATE- 82
GRANT- G008001338
AVAILABLE FROM- Center of Leisure Studies, University of Oregon, Eugene, OR 97403 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attribution Theory; Creativity; *Curriculum Development; *Disabilities; Interpersonal Competence; Leisure Time; Models; Program Evaluation; *Recreation; Relaxation Training; *Therapy

Fifteen papers address issues in therapeutic recreation for disabled persons from the perspectives of practitioners, educators, and students. The following papers are presented. "Therapeutic Recreation Service: The Past and Challenging Present" (H. Sessoms); "Therapeutic Recreatiion in an Era of Limits: A Crisis...A Challenge... An Opportunity" (K. Halberg); "Living Up to the Name: Research Support for Therapeutic Recreation Service" (J. Dixon and D. Dustin); "The Formative Program Evaluation Procedure: An Internal Evaluation Tool for Therapeutic Recreation Services" (P. Connolly); "Status of the Therapeutic Recreation Professional: Unit Directors' Perceptions" (J. Witman and L. Powell); "The Effects of a Treatment Program for Chronic Pain Patients Using Relaxation Techniques, Enjoyable Imagery, and Biofeedback" (P. Mckee); "Some Uses of the Multi-modal Model of Curriculum Evaluation in Therapeutic Recreation" (C. Howe); "A Study to Determine the Educational Level and Practical Experience of College Teachers in Therapeutic Recreation: 1980" (S. Smith and R. McGowen); "Systematic Curriculum Development" (S. Anderson and H. Finch); "Creativity: Strategies for Innovative Teaching and Parenting" (C. Stensrud); "Attribution Theory in Therapeutic Recreation" (A. Voight); "Instruction in Interpersonal Relationship Skills: An Evaluative Research Study" (R. Kunstler and D. Austin); "An Analysis of an Easter Seal Camp's Perceptions of Organizational Characteristics, Acceptance of Self, Acceptance of Others and Conflict Characteristics" (J. Glick); "Philosophical Basis for Therapeutic Recreation and Leisure Lifestyle Adjustment in Cardiac Rehabilitation" (G. Hayes and R. Antozzi); and "Leisure Counseling: A Component of Cardiac Rehabilitation and Heart Disease Intervention Programs" (T. Hoeft). (CL)

ED 234 144 CE 036 491

Gerber, Alex, Jr.

Side Walks in Education. NIACE Studies in the Human Career No. 14.

University of Southern California, Los Angeles. National Inst. for the Advancement of Career Education.
PUB DATE- 82
AVAILABLE FROM- National Institute for the Advancement of Career Education, University of Southern California, University Park--MC 0031, Los Angeles, CA 90089 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Education; Education; *Interpersonal Competence; *Modernization; Psychological Needs; Psychological Patterns; *Relevance (Education); Social Influences; *Technological Advancement
IDENTIFIERS- Social Needs

A dark side of modernization parallels the numerous and obvious positive social impacts. Current social, political, economic, and ecological plights have been viewed as manifestations of a broader cultural crisis caused by adherence to a "reductionist" approach to reality. Reality, indeed, can only be understood in terms of process and dynamic relations among the parts. Some businesses apply these "holistic" notions in business communication and management and provide illustrations of cooperation through interpersonal communication. The public educational system is not geared to the reality of this paradigm shift. Education does not permit learning about interpersonal questions and those life subjects that are the dominating themes of media. The resultant uncertainty increases the stress on individuals existing in a stressful environment. Traditional educational systems teach individuals to avoid the emotional encounters and survival connections of life that do need most to be examined. By neglecting to provide a living relevant education to children, the educational system causes boredom and distaste for further scholarship. (Attachments, amounting to over one-half of the paper, are various pieces on education, selected poems, and questions and answers.) (YLB)

ED 234 186 CE 036 892

Project VOC-AIM. Vocational Assessment of Students with Special Needs. Final Report.
Odessa Coll., TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 81
CONTRACT- TEA-11230049
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *Disabilities; *Evaluation Methods; Guidelines; *Guides; *Material Development; *Models; Public Schools; Secondary Education; Student Evaluation; Tests; *Vocational Evaluation; Workshops
IDENTIFIERS- Texas Education Agency

The purpose of this project was to develop and disseminate a manual that provides school personnel with help in developing programs of vocational assessment that are useful for handicapped students. The project was developed to fill a need for a vocational assessment manual for implementation with handicapped students in the public schools. An advisory committee was selected to provide guidance to the project. The committee was composed of a representative group of persons from vocational assessment, special education, graduate studies in vocational evaluation, teachers, and the Task Force on Vocational Assessment from the Texas Education Agency. The advisory committee was responsible for reviewing plans for the manual, aiding in the selection of exemplary vocational assessment programs for site visits, reviewing drafts, and evaluating the manual. Following the creation of the advisory committee, the project staff reviewed vocational assessment instruments, reviewed and synthesized all available material, visited sites of exemplary programs, and wrote and produced the manual. The manuals were disseminated at three workshops conducted by the project staff. The workshops were used to present the manual, to give the participants an overview of vocational rehabilitation, and to explain the relationship of the evaluation process to the Texas Education Agency. (KC)

ED 234 199 CE 036 923

Ross, Eva

Parental Involvement Component. Yaleta Equity Seekers (YES) Program.

Yaleta Independent School District, El Paso, TX.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adult Education; Bilingual Instructional Materials; *Career Choice; Child Rearing; Hispanic Americans; Junior High Schools; Junior High School Students; *Mexican Americans; *Parent Aspiration; Parent Child Relationship; *Parent Education; *Parent Influence; Program Implementation; Recruitment; Secondary Education; *Sex Fairness; Sex Stereotypes; Spanish Speaking; Vocational Education

Designed for use by vocational counselors with parents of junior high students, this handbook includes activities written in English and Spanish covering parental influence in vocational choices. The first of three sections discusses increasing parental involvement in vocational education. Section II begins with advice for implementation of such a program for Mexican American parents to make them aware of factual information regarding women and work, realistic career choices for their children, their own child-rearing practices, and ways to reinforce their children's nonstereotypic activities. Parent recruitment and implementation steps are discussed. Materials written in English and Spanish are then provided for six 2-hour sessions. For each session some or all of the following are included: an agenda; a trainer's copy of the session agenda listing goals, purposes, activities, and materials; participant handouts; transparency masters; a trainer instruction sheet for each activity (purpose, group size, time required, materials, room arrangement, procedure); and an evaluation form. Session topics are orientation, child-rearing practices, the world of work, focus on the parents, focus on the child, and evaluation. The section concludes with program evaluation forms and an annotated listing of recommended audiovisual aids. Section III is a glossary written in English and Spanish. (YLB)

ED 234 242 CE 037 018

Why We Work. Cooperative Occupational Education, Unit 3. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Choice; *Career Education; Career Planning; *Careers; Competency Based Education; *Cooperative Education; Curriculum Guides; *Employment; Goal Orientation; Instructional Materials; Learning Activities; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education designed for special needs students, is intended to introduce the concepts of work and career and the steps in setting career goals. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on four information topics: work and careers, why people work, how work influences one's life, and steps in setting career goals. (YLB)

ED 234 256 CE 037 032

Managing Time and Money. Cooperative Occupational Education, Unit 17. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; Budgeting; Career Development; *Cooperative Education; Employment Potential; *Job Skills; Learning Activities; Learning Modules; *Money Management; Part Time Employment; Recordkeeping; *Scheduling; Secondary Education; Teaching Methods; Test Items; *Time Management; Transparencies; Units of Study; Vocational Education; Work Attitudes; Working Hours

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop student awareness of the importance of budgeting both time and money. It shows the relationship between the amount of time one works and how much one earns; and it provides practice with scheduling, record keeping, and budgeting. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 315 CG 016 909

Palladino, Joseph J.; Carducci, Bernardo J.

Students' Knowledge of "Things That Go Bump in the Night."
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Students; Course Content; Higher Education; Instructional Materials; *Knowledge Level; Psychology; *Sleep
IDENTIFIERS- *Dreams

Questionnaires designed to tap misconceptions of the content of psychology courses can serve as pedagogical devices useful for introducing students to topics and for evaluating student learning. The topic of sleep and dreams is of particular interest to students. To develop a useful introductory tool and to evaluate students' knowledge of sleep, dreams, and sleep disorders, a 39-item questionnaire in true/false format was designed. College students in introductory psychology courses (N=232) completed the questionnaire prior to coverage of those topics. In general, the results indicated that students were not poorly informed about the topics of sleep and dreams. Examples of students' inaccurate knowledge included beliefs that dreams only occur during REM (rapid eye movement) sleep, and that insomnia is caused by muscle tension. Students' major area of misinformation centered on some of the rarer sleep disorders, e.g., sleep apnea. However, students were knowledgeable concerning the difficulties associated with various sleep medications. The sleep and dreams questionnaire is appended. (WAS)

ED 234 410 CS 207 851

Doyle, Walter
Managing Classroom Activities in Junior High English Classes: An Interim Report.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RDCTE-6131
PUB DATE- Apr 83
GRANT- OB-NIE-G-80-0116
AVAILABLE FROM- R&D Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, TX 78712 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Class Activities; Classroom Communication; Classroom Environment; *Classroom Research; *Classroom Techniques; Discipline; *English Instruction; Junior High Schools; Teacher Effectiveness; Teacher Response; *Teacher Role

As part of a larger effort to understand how classrooms are managed, this study used narrative descriptions of class sessions conducted by seven junior high school English teachers to map the way order was achieved under different circumstances. The basic unit for analysis was the classroom activity, characterized by an identifiable focus or a definite time allotment and program of action. Preliminary analysis of the data revealed five major themes: the effect of the junior high school class schedule on activity systems, the nature of activities and their contexts, activity boundaries and distinctiveness, processes of getting activities started, and activity management and curriculum. Results of the analysis indicated that successful managers were able to (1) construct lessons that fit the externally paced schedule of the school day; (2) use activities with a clear program of action; (3) explicitly mark the boundaries of activities and the transition between activities; (4) demonstrate situational awareness by attending to details and commenting on events taking place in the room; (5) protect activities until they were established by ushering them along, focusing public attention on work, and ignoring misbehavior that disrupted the rhythm and flow of events; and (6) push students through the curriculum even when misbehavior was prevalent in the class. (Author/HOD)

Seiler, William J.; Dunning, David
Communication Consulting from Academe to the "Real World."
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Career Change; *Career Development; College Faculty; *Communication (Thought Transfer); *Consultants; Decision Making; Higher Education; Self Evaluation (Individuals); *Speech Communication
IDENTIFIERS- Theory Practice Relationship

Before adding consulting, training, or other work to the usual responsibilities of teaching, academicians must make a number of decisions. These include whether to work in or outside of academe, how much time they have available, whether they can meet the physical and mental demands of consulting, how to arrange for initial contacts, and how much to charge for services. Potential academicians/consultants must also evince "schizo-survivability," the ability to transcend the perspectives of academe. By definition academicians/consultants are required to have both a firm grasp of theory and research in the discipline, and the ability to transcend that grasp when meeting the almost entirely pragmatic concerns of "real world" consulting clients. Some of the constituent features of schizo-survivability are (1) recognizing differences between academe and the "real world"; (2) managing oneself; (3) knowing the region and the organization; and (4) bridging theory and practice. This concept should prove useful for individuals who currently hold or hope to hold simultaneous teaching and consulting positions, but more research is needed to understand and better document this dual role. (HTH)

ED 234 458 CS 504 393

Redland, Alice R.

An Investigation of Nurses' Interaction Styles with Physicians and Suggested Patient Care Interventions.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Assertiveness; *Communication Research; *Interaction; *Interaction Process Analysis; *Interpersonal Communication; Medical Care Evaluation; Medical Services; *Nurses; *Physicians

The purpose of this study was to identify relations between nurses' interaction styles and patient care interventions (PCI) that occurred after nurse-doctor interactions. A nonparticipant observer recorded interactions of 48 female registered nurses with physicians. Transcripts were coded and assigned to one of five theoretical nurse interaction style categories: avoidance, competition, accommodation, collaboration, and compromise. Inspection of 239 interactions of a subsample of 38 nurses revealed a difference by basic education of the nurse. When the nurses did not suggest PCI, a collaborative style was used most frequently by both diploma (62% of the time) and baccalaureate (70%) graduates. When PCI was suggested, diploma graduates used an accommodative style most (72% of the time), and baccalaureate graduates used a collaborative style most (50%). Medications were the most frequently suggested PCI by both dipolma and baccalaureate graduates. The differential findings for the diploma and baccalaureate graduates may be the result of socialization experiences in nursing school and a trend toward a knowledge-oriented (as opposed to a rule-oriented) nursing practice. (Author)

ED 234 502 EA 016 089

Bauman, Paul
The Four-Day School Week. Issuegram 14.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; Educational Quality; Elementary Secondary Education; *Energy Conservation; *Extended School Day; *Extended School Year; Extracurricular Activities; Individualized Instruction; Rural Schools; School Schedules; Special Programs

The four-day week is a popular way to improve the quality of education and save energy costs in rural districts. The four-day week is structured as a lengthened day or school year. Thirteen states have districts operating on four-day calendars. State laws and education agency regulations require districts to evaluate the effect of four-day programs on student achievement, transportation and use of facilities, costs, and reactions of students, parents, and staff. Reactions to the four-day week are generally favorable. There are some concerns expressed for younger students, those traveling long distances, and problems with scheduling programs and activities with traditionally scheduled districts. Six points should be considered when contemplating the four-day week: (1) state legislation to maintain operational and academic requirements;; (2) integrating four-day week energy saving studies with districtwide consumption; (3) calendar modifications; (4) making opportunities for activities and special instruction available; (5) evaluating research on the effectiveness of schools and student learning; and (6) input in planning from students, teachers, administrators, and community members. (MD)

ED 234 270 CE 037 090

Hunter, Andrea
Partners for Youth Employability: An Ideabook for Educators and Employers.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Competence; Computer Literacy; Demand Occupations; Educational Resources; *Education Work Relationship; Employee Responsibility; *Employment Potential; Job Search Methods; *Job Skills; Job Training; Labor Market; Learning Activities; Literacy Education; Occupational Information; Productivity; Secondary Education; Student Responsibility; *Teaching Methods; Technological Advancement; *Work Attitudes; *Youth Employment
IDENTIFIERS- Oregon

This ideabook, designed for middle school and high school teachers, Comprehensive Employment and Training Act (CETA) counselors, youth job developers, residential treatment staff, and other youth service providers, suggests ways to increase young people's success in the labor market. It provides specific ideas and strategies to structure experiences that will help students learn about the job market and learn skills that enable them to seek, find, and keep jobs. The book is intended to help staff take advantage of opportunities that already exist in a school or program setting and relate them directly to similar situations or requirements in a work setting. The ideabook is divided into five skill areas that have been identified by people concerned with youth unemployment. The five areas are responsibility, productivity, literacy, understanding new technology, and using labor market information. Each of the skill areas contains these five sections: (1) what does it mean (a definition and a short statement about why this is an important employability skill); (2) what does it look like (a description of two youth who are demonstrating competency in the particular skill); (3) work requirements and how to teach them; (4) what can a teacher do (examples of activities and ideas that teachers or job training staff might try); and (5) space for staff to jot down other ideas that might work or that are already working locally. A list of resources completes the ideabook. (KC)

Escarpit, Robert
Trends in Worldwide Book Development, 1970-1978. Studies on Books and Reading No. 6.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; Developed Nations; Developing Nations; Futures (of Society); *Global Approach; *Marketing; Material Development; Problems; *Production Techniques; *Publishing Industry; *Trend Analysis

Prepared as an update of research conducted in 1972 concerning the state of book production in the world, this report provides a wealth of data pertaining to books, book production, and reading. Various sections of the report deal with the following topics: (1) regional and national trends for industralized, deprived, and heavily and under populated areas of the world; (2) books for the newly literate and for children; (3) production considerations; (4) trade in books; and (5) the need for more research. (FL)

ED 234 363 CS 007 299

Coley, Joan D.
Project READ: Observations from the Past and Implications for the Future.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Junior High Schools; Motivation Techniques; Program Descriptions; *Program Evaluation; Reading Achievement; Reading Attitudes; *Reading Improvement; Reading Instruction; *Reading Programs; Sustained Silent Reading
IDENTIFIERS- District of Columbia; Project READ

By 1981 Project READ had distributed more than one-half million books to 500 American schools or alternative institutions and had established workshops to train teachers in reading motivation techniques and the use of sustained silent reading. To evaluate the project, pre- and post-testing of reading gains, student evaluations, and individual interviews were introduced in two experimental (Project READ) and two control schools in Washington, D.C. The achievement data indicated gains of eight months or more in grades seven and eight, and somewhat lower but still significant gains for grade nine over a 6-month period. On the student evaluations, control subjects depended more on word attack skills, while the experimental subjects relied more on student-directed, independent learning. The experimental subjects also often used book content as a criterion for selection, while the control group relied on category and title. More experimental subjects were reading books at the time of the questionnaire and had read more books during the year than control subjects. The project staff learned that with proper motivation, the right materials, and sufficient practice time, students could significantly improve their reading achievement. (HTH)

ED 234 474 EA 015 924

Halverson, Don E.
Governing Board Meeting Management Checklist.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Boards of Education; Check Lists; Elementary Secondary Education; Evaluation Criteria; *Meetings; School Districts
IDENTIFIERS- PF Project

This checklist is intended to give school governing board members a means of assessing their meeting practices. The checklist contains five categories, with a total of 80 questions, pertaining to meeting-management variables common to all governing boards. The categories include: (1) preparation for the meetings; (2) operation of the meetings; (3) decision-making during the meetings; (4) board member participation during the meetings; and (5) procedures following the meetings. Questions marked with an asterisk can be answered and scored for a quick, abbreviated assessment. (JW)

ED 234 550 EC 160 417

Goodey, Darwin
Psychology of Adjustment and the Learning Disabled Student. Alternative Techniques for Teaching Psychology to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adjustment (to Environment); *College Students; Course Content; Higher Education; *Learning Disabilities; *Psychology
IDENTIFIERS- *Higher Education for Learning Disabled Students

A faculty member involved with the HELDS (Higher Education for Learning Disabled Students) project describes ways in which Psychology of Adjustment courses can be modified to accommodate LD students. He describes the goals and general approach (structured informality) of his class, which features group evening meetings and written assignments in which students analyze situations presented via film, case study, or videotape. Grading, it is explained, is based on class participation and papers as well as on a series of tests. A brief narrative description of the course and a behavioral checklist for LD adults are included. (CL)

ED 234 173 CE 036 847

Stehling, Al
Feasibility Study and Development of a Program to Train Visually Impaired Students in Computer Programming. Final Report.
San Antonio Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Admission Criteria; Community Colleges; *Curriculum Development; Employment Opportunities; Feasibility Studies; Postsecondary Education; *Program Development; Programers; *Programing; Surveys; Technical Education; Two Year Colleges; *Visual Impairments

A two-phase study investigated the employment opportunities for visually impaired computer programers and the practicality of training them at a community/junior college. Activities during phase 1 included an employer survey to determine employment opportunities, a department chairperson survey, a blind programer survey, development of profiles and task analysis, request for literature pertaining to the training of blind programers from training centers, gathering of literature on special training devices, and compilation of estimated costs and building requirements. During phase 2, a program to train visually impaired computer programers was developed. A list of subjects to be taught was developed, and a 21-month curriculum was designed. Recommendations were also made regarding entry-level criteria, special devices and equipment, personnel, building space requirements, special training for instructional personnel, special services for visually impaired students, job placement, and public relations. (Appendixes, amounting to well over one-half of the report, include instruments, a profile of a programer, data processing subject objectives, curriculum and catalog descriptions, entry-level criteria, a list of special devices and equipment, and two quarterly reports.) (YLB)

ED 234 228 CE 036 977

Paul, Carolyn E.
A Human Resource Management Perspective on Work Alternatives for Older Americans.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employee Attitudes; *Employer Attitudes; Employment Opportunities; Employment Potential; Employment Practices; Employment Problems; *Employment Programs; Job Development; Job Sharing; Labor Market; Labor Needs; Labor Utilization; Middle Aged Adults; *Older Adults; *Part Time Employment; *Personnel Policy; Policy Formation; Public Policy; Reentry Workers; Retirement; Work Environment

This study examined work alternatives for middle-aged and older persons from two perspectives. The first perspective focused on personnel policies of the employer that relate to the development and administration of employment options. The second perspective concentrated on public policy variables that influence or could influence the availability of options through their effect on both employer policy and older persons' use of work alternatives. Seven employment options tailored for the specific use of middle-aged and older Americans by progressive employers were evaluated. A case study method was used with information obtained through telephone interviews with managers of 25 companies with progressive personnel policies. The employment options included job sharing, phased retirement, labor pools of retired personnel for part-time work, active job recruitment of older persons to fill open positions, job redesign, job transfers, and retraining programs. It was found that managers provide employment options to middle-aged and older personnel when it is in their organization's best interest to do so; this is, the options represent an inexpensive human resource tool for managing older workers. It was also determined that few older workers take advantage of the work options, principally because of lack of communication between management and workers and because of the reduced income such options often entail. The findings of the study point to the need for government marketing strategies useful in selling employment options to employers, unions, and older persons. (KC)

ED 234 286   CG 016 880

Blangiardo, John; Gold, Judith
Alternatives Drug and Alcohol Prevention Program. Self Evaluation, 1981-82.
Community School District 22, Brooklyn, N.Y.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Alcoholic Beverages; *Drug Abuse; *Drug Education; Feedback; *Prevention; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; *Self Evaluation (Groups); Student Behavior; Youth Programs
IDENTIFIERS- Alternatives Prevention Program NY

Alternatives, the Drug and Alcohol Prevention Program of Community School District 22 in Brooklyn, N.Y., is a broad-based substance abuse prevention program funded by the state that provides direct services to students and their families through three service modalities. These are prevention services, which provide students, parents, and the community with understandings of the nature and factors of substance abuse, primarily through prevention groups; intervention services, focusing on the needs of at-risk or using individuals either in small groups or individually; and the Alternate Class, which services students who do not function in the normal class setting. To evaluate the program's effectiveness, staff members, school district principals, parent associations, alternate class participants and their parents, and 345 students were surveyed during October 1981 and February 1982. Recommendations, based on survey results, included a more balanced male/female staff, intervention services for female students, and identifying the factors that relate specifically to the primary reasons for admission and measuring the change in these factors. (Descriptive and evaluation data are provided in separate sections and include a staff and student profile, review of service levels, and detailed survey results for each group surveyed. The appendix contains the Alternatives Program Student Profile form, the survey form for staff, principals, parent associations, students, and alternate class parents; the Alternative Questionnaire for group participation; and the Fordham University Survey and Piers-Harris Self Concept Questionnaire). (JAC)

ED 234 300 CG 016 894

Nosin, Jerry A.

Development of a Correctional Management Assessment Center.

Georgia State Dept. of Offender Rehabilitation, Atlanta, Ga.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Evaluation; *Administrator Qualifications; Career Development; *Correctional Institutions; Evaluation Methods; Institutional Personnel; Job Skills; *Personnel Selection; Program Descriptions; Program Development; Program Effectiveness; Work Sample Tests
IDENTIFIERS- *Assessment Centers; *Wardens

This report describes the development of an Assessment Center for Deputy Wardens of Security of the Georgia Department of Offender Rehabilitation. The formulation of a complete job analysis based on extensive interviews, questionnaires, on-site meetings, and reviews of job descriptions is outlined, and assessment staff training is discussed. The day-and-a-half candidate assessment and two-day data analysis are described. The paper reports perceptions of correctional personnel, who have been generally supportive of the program, and reviews data obtained on 38 candidates processed by the Center. The reliability of the assessor ratings, consistency of the judgments, and the predictabilty of ratings from pre-concensus scores are also discussed. General dimensions, inter-dimension correlations of pre-concensus and post-concensus assessor ratings, and results of a regression analysis of pre-concensus and post-concensus summaries are included. (JAC)

ED 234 331 CG 016 925

Bullette, Barbara; And Others
Developing Rape Services in a Multi-Ethnic, Multi-Racial Community: Community Program against Sexual Assault (CPASA).
Solomon Fuller Inst., Cambridge, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Mental Health, Boston.
PUB DATE- Oct 81
GRANT- 10-H-000-687-2-0
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Aggression; *Community Information Services; *Community Programs; *Ethnic Groups; *Minority Groups; *Outreach Programs; Racial Attitudes; Racial Bias; *Rape; Referral; Sexual Harassment; Victims of Crime

This booklet describes the development of a program in Boston designed to address the needs of minority rape victims. A history of the program is given which includes the community need for this service, community attitudes toward rape victims and racial minorities, staff training, and the development of the program as a consultation and community education service rather than as a provider of direct services to victims. Departments within the program are described, including: (1) staff training and orientation, which includes weekly seminars, cross-cultural counseling courses, and consultation with sexual assault experts; (2) research and evaluation efforts, which cover the agency, the assault victim and offender, and other community agencies that deal with rape; (3) an information and referral service for victims, which provides counseling referrals, a 24-hour telephone line, and resource materials; and (4) community education, which includes an informational packet, a resource library, and a resource manual for rape victims. The 15 current major goals of the program are listed, and obstacles facing the program, such as counselor burnout, racist attitudes, lack of male interest, and lack of true involvement by mental health and community service agencies are discussed. (WAS)

ED 234 379 CS 207 469

Hudson, Tate B.
The Interaction of Piagetian Stages of Development in Early Adolescents, IQ Levels and Other Variables in Predicting Success on a Grammar Task.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Adolescents; *Cognitive Development; Cognitive Processes; Epistemology; Grade 8; *Grammar; *Intelligence Quotient; Junior High Schools; Learning Theories; *Predictor Variables; *Student Evaluation; Testing
IDENTIFIERS- *Piagetian Stages

To investigate the factors determining why some children succeed at certain intellectual tasks while others of equal or near equal IQ, age, and motivation are unable to master the same task, 145 female and 144 male eighth grade students were administered "An Inventory of Piaget's Developmental Tasks" (IPDT). Labeled as concrete, operational, transitional, or formal operational thinkers according to inventory scores, the students were then given one of two grammar tests. Findings revealed significant correlation between grammar test scores, Piagetian stages, and IQ scores--indicating first, that the Piagetian stage as revealed by the IPDT is useful in predicting grammar test scores, especially when considered with IQ; and, second, that the task of identifying simple subjects and predicates is too difficult for most of the eighth grade students, including 47% of the students at the formal operations level, and a total of 74% of all students who took the test. The findings support Piaget's principle that children's cognitive development is a limiting factor in what they can learn at any given time. Results suggest that the abstract quality of grammar rules makes them too difficult for eighth grade students. (MM)

ED 234 395 CS 207 773

Polin, Linda G.
Identifying the Program Variables in College Composition Programs.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Content; Course Objectives; Educational Research; *English Curriculum; *Faculty Development; Higher Education; Program Descriptions; Program Development; *Program Effectiveness; *Program Evaluation; *Writing Instruction
IDENTIFIERS- California State University; *Writing Programs

In an effort to identify characteristics of effective college composition programs, an examination was made of 19 campuses of the California State University. Each English department chair was sent a "fact sheet" requesting program information on such matters as the use of placement test scores, sequence of and prerequisites for lower division writing courses, course staffing, and common course exams, syllabi, texts, or assignments. On a subsample of 10 campuses, interviews were conducted with academic vice presidents, deans, directors of learning centers, English department chairs, composition program coordinators, and remedial program coordinators. Findings revealed several needs, among them (1) program goals that describe student gains from composition coursework; (2) evaluation, retraining, or monitoring of tenured faculty; (3) formal efforts at faculty development; and (4) a commonality provided by the midterm or final exam among course sections taught by the different instructors. (HOD)

ED 234 426 CS 207 880

Writing Resource Guide for Assessment and Instruction.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Educational Assessment; Elementary Secondary Education; Grade 8; *Resource Materials; Teaching Methods; *Testing; Test Interpretation; *Writing Evaluation; *Writing Exercises; *Writing Improvement; Writing Instruction; Writing Research; *Writing Skills

Developed from a comparison of the writing performance of eighth grade students in Delaware with a representative national group, this writing resource guide provides a detailed description of the state's writing assessment procedure and offers educators guidance in evaluating student writing and improving student writing skills. After describing the state writing assessment program, the first of three sections suggests methods of preparing for assessment and applying scoring procedures in the classroom. It also presents descriptions of the primary and secondary traits of major types of writing, a completed example of preparatory work, a sample preparation form, and a checklist for mechanics scoring to aid in evaluation. The second section contains 40 teaching/learning activities labeled according to writing category (narrative, descriptive, expository, persuasive, or expressive) and suggested instructional level (elementary or secondary). The final section describes 11 books and articles related to evaluating student writing, lists several state-supported projects developed to improve student writing skills, and presents classroom activities available on microfiche. Assessment instruments are included in the appendixes. (MM)

ED 234 518 EA 016 105

Picus, Larry; Cohen, Carolyn
Emerging Trends in Secondary Education.
Northwest Regional Educational Lab., Portland, OR. Div. of Planning and Service Coordination.
PUB DATE- 30 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Finance; *Educational Trends; *Education Work Relationship; Employment Opportunities; *Employment Patterns; *Futures (of Society); Interviews; Job Training; Literature Reviews; Principals; Questionnaires; *School Business Relationship; Secondary Education; Tables (Data); *Youth Employment
IDENTIFIERS- Northwest Regional Educational Laboratory

In 4 stages, this paper, prepared by the Northwest Regional Educational Laboratory (NWREL), examines trends in secondary education: a review of 11 major studies from the 1970's; responses from 320 Northwest high school principals to survey questionnaires; a telephone survey of 21 local, state, regional, and national observers of youth employment problems; and a review of NWREL program directors' views on such trends. Among problems identified by the studies are unresponsive school bureaucracies and inadequate curricula. The studies' recommendations include more focus on basic skills and greater responsiveness to student diversity and needs. Principals' questionnaire responses favored many of these recommendations but identified drugs, discipline, and absenteeism as more important problems. Youth employment observers from education, government, and the private sector responded to both general and specialized questions about youth employment policy in the 1980's. Prepared to aid NWREL's planning process, this paper makes no specific conclusions. Further exploration of federal, state, and organized labor programs, and such issues as entry level job competition and job creation is recommended. NWREL program directors were interviewed to determine what they see as emerging trends in secondary education and to identify program categories based on the degree of the program's involvement with secondary education. Relevant tables and charts accompany the document. (PB)

ED 234 145 CE 036 496

McNamara, James F.
The Decision Sciences in Vocational Education Leadership Development Programs. Project Monograph.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 18 Feb 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Education; Graduate Study; Higher Education; *Leadership; *Leadership Training; *Mathematics; Postsecondary Education; *Professional Education; Teacher Education; *Vocational Education
IDENTIFIERS- *Decision Sciences; *Educational Leadership; Mathematical Sciences

This essay explores how the application of the decision sciences in the interdisciplinary training, research, and development activities of model graduate professional schools of management, urban and public affairs, business, government, and regional planning might be linked to current efforts to improve leadership development and training programs in vocational education. Three major topics are treated by addressing three corresponding sets of questions. The first set of questions provides a framework for describing the mathematical and decision sciences, their contemporary influences in graduate professional education, and the issue of whether a common core of mathematical science skills exists that all practitioners should possess. The second group of questions offers a guide for examining the influences of the decision sciences in graduate professional schools traditionally associated with the managerial and social sciences. Discussion focuses on how various professions and specific institutions are approaching the development of mathematical methods and techniques as practical tools for use in everyday situations. The final group of questions explores opportunities to link the decision sciences with leadership development and training efforts in vocational education. Seven appendixes and four inserts, amounting to over one-half of the essay, are papers, articles, or supplemental material on the topic. (YLB)

ED 234 159 CE 036 810

Van Horn, Carl; And Others
Economic Development Projects and Jobs: Lessons from the Targeted Jobs Demonstration Program.
Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.

SPONS. AGENCY- Community Services Administration, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.; Department of Labor, Washington, D.C.; Department of Transportation, Washington, D.C.; Economic Development Administration (DOC), Washington, D.C.; Small Business Administration, Washington, D.C.
PUB DATE- 83
CONTRACT- HUD-6540
AVAILABLE FROM- Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055)
DESCRIPTIONS- *Economically Disadvantaged; *Economic Development; *Employment Opportunities; *Employment Projections; *Entrepreneurship; Females; Incentives; Job Development; Job Training; Marketing; Minority Groups; Program Development; Program Implementation; Shared Services; Small Businesses
IDENTIFIERS- *Job Target Approach; Private Sector; *Targeted Jobs Demonstration Program

This guide, based on approaches for targeting jobs and business opportunities that were developed during the Targeted Jobs Demonstration Program (TJDP), contains strategies and techniques for ensuring that some of the benefits of economic development investments are directed to low-income individuals and small and minority businesses. Addressed in the three parts of the guide are the benefits of targeting; approaches to job targeting (sharing information and resources, joint incentive marketing, and hiring agreements); and targeting business opportunities for small, minority, and female-owned businesses (negotiating spin-off business opportunities and procurement policies). Each section discusses general approaches to targeting; gives examples from cities and counties that have applied the approaches described; and, where appropriate, includes copies of forms, plans, and local ordinances used to implement the strategies. Appended to the guide are a list of people to contact in the 14 TJDP communities and a list of TJDP evaluation reports. (MN)

ED 234 200 CE 036 929

Air Conditioning and Refrigeration Program Articulation, 1981-1982.
Dallas County Community Coll. District, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational

Education and Technology.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Conditioning; *Articulation (Education); Community Colleges; *Competence; *Competency Based Education; Course Content; Curriculum; Electric Circuits; Electricity; Heating; Learning Activities; Plumbing; *Refrigeration; Safety; State Curriculum Guides; Test Items; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- *Dallas County Community College District TX

Based on a survey of high school programs and courses in the Dallas County Community College District (DCCCD), this articulated program is designed to prepare students for entry-level employment in the air conditioning and refrigeration industry, including residential and commercial air conditioning and commercial refrigeration. The skills and knowledge needed to install, repair, and maintain the equipment in these areas are presented. These courses may be used by DCCCD students to receive a certificate or be applied toward an Associate in Applied Arts and Sciences degree. The manual contains five first-year courses: fundamentals of electricity, advanced electrical circuits, basic principles of refrigeration, vapor compression systems, and pipefitting procedures. Each course is divided into units, and each unit contains the competencies required in the area. Each competency is followed by its criteria, the specific way achievement of that competency is to be measured. Safety tests with answer keys are included in the units as needed. A blank student profile form completes the packet. (KC)

Missouri Association of Future Homemakers of America, Adviser's
Handbook.
Missouri Univ., Columbia. Instructional Materials Lab.; Southwest
Missouri State Univ., Springfield.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary
Education, Jefferson City.
PUB DATE- Mar 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial
Education Bldg., University of Missouri-Columbia, Columbia, MO 65211
(Catalog No. HE-53-I).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Home Economics; Lesson Plans; Occupational Home
Economics; Secondary Education; *Student Organizations
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related

Occupations

This guide is designed to aid the advisor for the Future Homemakers of America/Home Economics Related Occupations (FHA/ HERO) in developing a well-organized, creatively integrated, and successful FHA/HERO chapter. The guide is written in a question-and-answer format. Chapter 1 focuses on the benefits of FHA/HERO, how it relates to home economics classes, and its organizational levels. Organizing a FHA/HERO chapter is addressed in chapter 2. Topics covered are coordinating the FHA/HERO community (the adviser, the home economics advisory committee, officers, committees, members, parents) and FHA/HERO procedures (chapter bylaws, finances, publicity). Chapter 3 discusses the planning process and encounter. The focus of the next chapter is planning a program of action, and chapter 5 provides information on state and regional levels. The final chapter describes traditional FHA/HERO ceremonies and rituals. Appendixes, amounting to over one-half of the guide, include a list of resource persons, Missouri regions and schools, sample materials (agenda, letters, unit plan for familiarizing home economics students with the key concepts in FHA/HERO, the planning sheet, the encounter analysis chart, an evaluation checklist, the chapter finance plan, a parliamentary procedure quiz with answers, suggested projects and activities, suggested learning games for classroom and chapter meetings, and a bibliography. (YLB)

ED 234 316 CG 016 910

Lewis, Katharine H.; Hartnett, John J.

Sex Differences in the Perception of Male/Female Unethical Behavior.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cheating; College Students; *Ethics; Higher Education; *Moral Values; Premedical Students; Responses; *Sex Bias; *Sex Differences; Social Attitudes; Student Attitudes; *Value Judgment

Some research has shown that women's achievements in traditionally masculine fields are devalued. To determine if females would be judged more harshly than males for performing unethical behaviors in order to gain entry in competitive professions, and to examine gender differences in the evaluation of unethical conduct, college students (52 males and 142 females) were presented with vignettes of male or female pre-medical students who cheated on an exam and either were caught or not caught. The students then responded to questions regarding the protagonists' personality traits, future success and competence as physicians, frequency of past cheating behavior, and reasons and appropriate punishment for the cheating behavior. Statistical analyses showed a slight own-gender bias on the part of males. Men rated uncaught protagonists higher in the trait "good," while women rated the caught protagonists higher in this trait. Men recommended more severe punishment for cheating than did women, and both men and women predicted that the uncaught protagonists would be more successful physicians. Overall, little gender bias favoring the male protagonist was found. The vignette text and brief rating scale are appended. (WAS)

ED 234 348 CS 007 261

Gault, Michel
The Future of the Book: Part II--The Changing Role of Reading. Studies on Books and Reading No. 9.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Books; Developed Nations; Foreign Countries; *Futures (of Society); Innovation; *Literacy; Mass Media; *Publishing Industry; Reading Interests; *Technological Advancement; *Technological Literacy

Noting that modern technology is challenging both the form and the function of the book and its role as the principal instrument for transmitting accumulated knowledge and ideas, this report examines the ways in which technological innovation is modifying the role and function of reading in industralized societies and how readers are integrating the book into a broader range of media sources. Following a brief introduction that discusses the economic and technological threats to books, the first section of the paper reviews the history of books and publishing, and argues that the rapid increase in the number of titles published in countries around the world since 1950 will soon begin to level off. It also cites statistics concerning reading habits in several industralized nations and looks at the professions that have contributed to the production of books, suggesting ways that technology will change them. The second section discusses the importance of promoting reading as a means of ensuring the survival of books, and the third presents possible scenarios for the near-future prospects of the book and reading, specifically school and university textbooks, encyclopedias and dictionaries, scientific publications, practical books, and general literature. The final chapter offers suggestions for responding to technological threats to the book and to reading. (FL)

ED 234 443 CS 504 313

King, Sarah Sanderson
Problem Definition and Problem Solving among the Five Major Ethnic Groups in Hawaii.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- May 83
GRANT- NIMH-R01-MH-35193-01; NIMH-R01-MH-35193-02
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavioral Science Research; Cross Cultural Studies; *Cultural Differences; *Ethnic Groups; Interviews; *Mental Health; Mental Health Programs; *Problems; *Problem Solving; Racial Differences; Sex Differences
IDENTIFIERS- *Hawaii

To determine what factors either alone or together interact to create ethnic variations in mental health care use in the State of Hawaii, a study interviewed subjects who were randomly selected from the higher income area of Diamond Head/Kahala and the lower income area of Kalihi/Palama. Ethnic groups studied included Caucasian, Japanese, Chinese, Filipino, and Hawaiian/part Hawaiian. The interviewees were of the same sex and ethnic extraction as the persons they interviewed. Responses indicated the following: (1) no significant differences among ethnic groups on what constitutes a "problem" but significant ethnic differences in the quality and the ranking of problems experienced; (2) no significant ethnic differences in the occurrence of stress symptoms during either the open-ended or the structured portions of the interview; (3) no significant differences between ethnic groups in regard to help-seeking behaviors; (4) significantly more male worry and sleeplessness over job-related problems but significantly more female depression, anger, and physical distress from family problems; and (5) no significant group differences in the level of satisfaction with help received. Appendixes include listings of respondents' occupations by ethnic group, types and frequency of problems, and frequencies of help-seeking behaviors cited. (HOD)

ED 234 459 CS 504 395

Zarefsky, David, Ed.; And Others
Argument in Transition: Proceedings of the Summer Conference on Argumentation (3rd, Alta, Utah, July 28-31, 1983).
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- American Forensic Association.
PUB DATE- 15 Oct 83

AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($17.95 prepaid).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTIONS- Case Studies; *Communication Research; Competition; *Debate; Ethics; Group Dynamics; Higher Education; *Intellectual History; Interpersonal Communication; Organizational Communication; *Persuasive Discourse; Politics; Rhetoric; *Rhetorical Criticism; Speech Communication; Teaching Methods; *Theories

Prepared by scholars from across the United States, the more than 80 papers in this collection address new developments and recurrent problems in the theory, practice, criticism, and teaching of argumentation. The papers are organized according to 10 broad categories: argumentation theory, argumentation in special fields, political argumentation, public argumentation, forensics, value and policy debate, interpersonal argumentation, group communication, argumentation and conflict, and the practice and teaching of forensics. Specific topics discussed in the papers include the following: (1) Aristotle's indebtedness to the Sophists; (2) knowledge and argument; (3) argument-as-epistemic and the matter of unsolvable problems; (4) argument in modern economics; (5) moral argument in political history; (6) rhetoric in the human sciences; (7) technical writing as argumentation; (8) the American concept of progress in liberal argument; (9) creationism; (10) storytelling as a mode of moral argument; (11) conventional postulates of interpersonal argument; (12) interpersonal disagreement; (13) root metaphors and terministic screens; (14) value argumentation in a competitive setting; (15) "liberty," "order," and "public trust" in eighteenth century Anglo-Whiggism; and (16) the influence of the judge on the debate round. (FL)

ED 234 488 EA 016 074

Financial Trends and Analysis: A Developing Crisis in Elementary and Secondary Schools. Technical Report No. 4.

Barney (Don) & Associates, Portland, OR.; Chastain Economic Consulting, Salem, OR.

SPONS. AGENCY- Foundation for Oregon Research and Education, Portland.

PUB DATE- Apr 83

AVAILABLE FROM- Foundation for Oregon Research and Education, 1708 S. W. Columbia Street, Portland, OR 97201 (not available separately; set of four Technical Reports on Financing Public Education in Oregon available for $20.00 per set; see EA 016 071-074).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Comparative Analysis; *Educational Finance; Elementary Secondary Education; Enrollment; Equalization Aid; Financial Problems; Financial Support; Long Range Planning; Property Taxes; Public Education; School Personnel; School Taxes; *State Aid; Trend Analysis

IDENTIFIERS- *Oregon

The fourth in a series of technical reports on public education finance in Oregon, this study identifies significant developments from 1968 to 1983 in elementary and secondary finance as well as probable future trends. In addition, it briefly compares the financial standings among Oregon school districts and compares Oregon's school finance system with that of other states. Forty-five variables, for items as diverse as student population and consumer price indexes, are computed to show average annual rates of growth or decline in factors affecting school finance. As the most reflective of recent trends, those factors emphasized for discussion are student enrollment, school staffing, expenditures, revenues, state property tax relief, and projections for future student enrollment, future economic trends in general, and future school operating expenditures and revenues. A comparison of Oregon school districts then surveys relative levels of state aid to schools and computes the extent of property tax relief and equalization that state aid affords to school districts. Finally, Oregon is ranked in comparison to other states on such bases as per capita expenditures for local schools and percentages of federal support. (JW)

ED 234 503 EA 016 090

Palaich, Robert; And Others
Setting up Blue Ribbon Commissions. Issuegram 15.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Advisory Committees; Bulletins; *Educational Planning; Educational Policy; Elementary Secondary Education; Participative Decision Making; *Planning Commissions; *Policy Formation; Postsecondary Education; State Government; State Legislation; *Statewide Planning

Options and suggestions for setting up successful study commissions were gathered from 10 commissions that had recommended revisions of state educational policy on a variety of issues. Composed of respected citizens from across the state, each task force was created by the governor or legislature for a fixed duration. Some recommendations for setting up a commission include: having a thorough knowledge of the state, prospective commissioners, the policy area addressed, and other states' response to that issue; setting a desired goal and focusing on manageable issues; appointing commissioners willing to commit adequate time, including some legislators if the goal is new legislation. Suggestions for commission operation and activities include selecting knowledgeable staff, the use of consultants, incorporation of the commission as a nonprofit organization, realistically relating the duration of the commission to issue complexity, setting the agenda and scheduling meetings early, establishing channels for input by interest groups, and anticipating the effects of media coverage. (MJL)

ED 234 533 EC 160 100

Bitter, Gary G.
The Future of Education in the Microcomputer Revolution.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Assisted Instruction; Computer Programs; *Disabilities; Elementary Secondary Education; *Microcomputers

The author reviews the history of the microcomputer and addresses its application needs in special education. Among needs cited are the ability to store and retrieve curriculum resource information and to develop diagnostic testing and automated test construction reporting devices. He also sees the need for software that is neither threatening nor dogmatic. In a discussion of computer literacy, he describes a curriculum for K-12 intended to promote programing as well as computer awareness. Innovative computer applications used with autistic, learning disabled, and other handicapped students are described. Possibilities for fifth generation computer applications are considered. (CL)

ED 234 551 EC 160 418

Zink, Karl E.

Let Me Try to Make It Clearer. Alternative Techniques for Teaching Traditional English Grammar to Learning Disabled Students in the University.

Central Washington Univ., Ellensburg. Instructional Media Center.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Course Content; *Grammar; Higher Education; *Learning Disabilities; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A faculty member involved with the Higher Education for Learning Disabled Students (HELDS) project describes ways in which an English grammar course was modified to accommodate LD students. The course, designed to compensate for students' inadequacies in grammar, is described in terms of four phases: (1) the introductory period (in which LD students are asked to identify themselves), (2) functions of the parts of speech, (3) the complex sentence, and (4) morphology. Teaching strategies discussed include continual reinforcement of terms, daily written exercises, sentence diagramming, extra instruction, use of pre-tests on material to prepare for evaluations, and provision of additional time to finish tests. The author concludes with personal insights into his benefits from the project, as well as concerns over such issues as the ambiguity of LD criteria. Appendixes include a list of grammar terms and illustrations of sentence diagramming. (CL)

ED 234 187 CE 036 893

Vocational Assessment of Students with Special Needs: A Manual for Implementation in the Public Schools. Project VOC-AIM.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 81
CONTRACT- TEA-11230049
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Demonstration Programs; *Disabilities; Educational Planning; Educational Resources; *Evaluation Methods; *Guidelines; Guides; Models; *Program Development; *Program Implementation; Public Schools; Secondary Education; Student Evaluation; Tests; *Vocational Evaluation
IDENTIFIERS- Texas

This manual was designed to be a comprehensive resource for a wide variety of persons interested in vocational assessment, including teachers, administrators, and counselors. It provides a resource that educators can use in locating guidelines at specific points in designing or implementing vocational assessment programs for handicapped students. The guide contains eight chapters. The suggested core process for vocational assessment is outlined in chapter 3 and in the section of chapter 6 entitled "Guidance/Process Model for Vocational Evaluation." These sections establish the framework around which the rest of the discussion of vocational assessment is built. Administrators especially may be interested in chapter 2, which outlines the tasks for developing vocational assessment; discussion of planning, staffing, and funding is provided. The "Administrative Arrangements" section of chapter 6 presents options for comprehensive vocational assessment. Chapters 4, 5, and 6, which contain information about various assessment instruments, are designed primarily for those who will implement the various levels of vocational assessment. Other topics considered in the guide include an introduction to vocational assessment, vocational assessment and individualized educational planning, and vocational assessment/evaluation programs in Texas. Extensive appendixes to the document contain forms used in planning and implementing vocational assessment. (KC)

ED 234 243 CE 037 019

Learning about Yourself. Cooperative Occupational Education, Unit 4. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Choice; Career Education; Career Planning; Competency Based Education; *Cooperative Education; Curriculum Guides; *Individual Characteristics; Instructional Materials; Learning Activities; Personality; Secondary Education; Transparencies; Values; *Vocational Aptitude; Vocational Education; *Vocational Interests
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to make students aware of how each individual's interests, aptitudes, values, and personality can affect career choices. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on five information topics: the importance of knowing oneself, interests, aptitudes or abilities, values, and personality. (YLB)

ED 234 257 CE 037 033

Personal Safety. Cooperative Occupational Education, Unit 18. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Accident Prevention; Accidents; Alcohol Education; Behavioral Objectives; *Cooperative Education; Drinking; Drug Abuse; *Drug Education; Drug Use; *Health; Health Activities; Health Education; Learning Activities; Learning Modules; Secondary Education; *Smoking; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, stresses to students the importance of taking care of themselves by maintaining good health, avoiding accidents, and making wise choices about the use of drugs and alcohol. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 364 CS 007 300

Rupley, William H.; Wise, Beth S.

Reading Teacher Effectiveness Research: Generalizability of Significant Findings. Instructional Research Laboratory Technical Series #R83002.

Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Research; Data Analysis; Educational Research; Elementary Education; Reading Research; *Reading Teachers; Reliability; *Research Design; *Research Methodology; *Research Problems; Science History; *Teacher Effectiveness; Validity
IDENTIFIERS- Generalizability Theory; Research Trends

Research on reading teacher effectiveness has taken several different directions over the past 30 years: during the 1950s and most of the 1960s, research focused primarily on teacher qualities; in the early 1970s attention shifted to the effect of the teaching process on student learning, while in the late 1970s and early 1980s experiments defined more specifically factors involved in teacher effectiveness. Experimental design as well as means of data collection and analysis also altered during this time. The isolated classroom observation of the 1960s, for example, was replaced in the 1970s by more direct observation in classroom settings. Despite distinct improvements, such as refinements in the determination of dependent and independent variables in teaching effectiveness, the generalizability of significant findings continues to be limited by methodological and experimental design problems. (MM)

ED 234 396 CS 207 775

Grattan, Mary C.
The Writing Center as a Consulting Service for Content Area Faculty.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Content Area Writing; Educational Cooperation; Expository Writing; Higher Education; *Instructional Materials; *Learning Laboratories; Program Content; Study Guides; Worksheets; *Writing Instruction; Writing Processes
IDENTIFIERS- Research Papers (Students); *Writing Laboratories

Four successful content area writing aids have been developed in the writing center at a southeastern community college. The first is a content area writing lab, tailored to a sociology course, in which students receive concentrated instruction on notetaking, studying for and taking essay exams, and writing a questionnaire and an analysis paper. The second is an assignment guide for research papers, including guidelines for the format of a research paper and a list of suggested topics. Writing center personnel also work in the classrooms on research paper assignments during various stages of students' drafts. The third content area writing aid is a worksheet designed for students in a mental health course to use when preparing a review of an article. For each of the review parts--summary, personal response, and relation to theoretical concepts learned in class--the worksheet lists several questions to consider before writing the actual paper. A similar procedure is used for an extended book review. The fourth content area writing aid is a booklet on the topic of writing letters to the editor and to public officials. Students read the booklet in the center, then compose letters that are subsequently mailed. Such letters have been published in newspapers and have received responses from public officials. These four tools were developed at the request of content area teachers, who now know that the writing center can be of help to them as well as to the students. (HTH)

Writing Programs in Washington State. Oral and Written Communications.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bibliographies; *Content Area Writing; Curriculum Guides; Elementary Secondary Education; *English Teacher Education; Grants; Language Arts; Program Descriptions; Staff Development; Writing (Composition); Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Washington; *Writing Programs

After providing a synthesis of research on the teaching of writing, this booklet offers summaries of writing programs in Washington State. Included are descriptions of (1) the Kettle Falls Secondary Language Arts Project, (2) the Kettle Falls rating scale for student writing, (3) Project WRITE, (4) the Puget Sound Writing Program, (5) the Edmonds Writing Project, (6) the writing curriculum (Writing: A Dialogue for Teaching) of the Bellevue School District, (7) writing across the curriculum at Pasco High School, (8) a staff development program of the Richland School District, and (9) a writing inservice program known as Writing Northwest. The booklet concludes with a description of Title IV-C mini grants on written communications in Washington and a bibliography on written communication. (HOD)

ED 234 475 EA 015 927

ASCD Statement on Censorship.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Jan 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Censorship; Community Role; Due Process; Elementary Secondary Education; Guidelines; *Instructional Materials; *Media Selection; Position Papers; *Textbook Selection
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Conflicts over schools in general and curriculum and materials in particular have increased in recent years. A contributing factor is that organized groups, determined to reform society by imposing their values on others, insist that textbooks and other educational materials reflect their views. Whether educators agree or disagree with concerns expressed by critics, they must act responsibly. When challenges arise, school officials should bear in mind that education is governed by the public because it fulfills an important public purpose. They should recognize the value of citizen participation and respect the right of parents to shape their children's schooling. At the same time, educators should insist that, as in other fields, professional judgment must not be completely subservient to the popular will. Educators' primary allegiance must be to the integrity of knowledge and the welfare of students. The Association for Supervision and Curriculum Development affirms that: Parents and other citizens have the right and the responsibility to express their views about the merits and appropriateness of public school curriculum and materials. School systems should have well-defined procedures by which concerns can be communicated to school officials and responded to promptly, thoughtfully, and courteously. Adoption of such procedures is based on the presumption that some complaints may be valid; that decisions about choice or use of materials are properly subject to reconsideration. The best hope for a sound decision when materials are questioned is through use of a predetermined process that ensures thorough consideration of the issues by an objective group. Actions by individuals--whether citizens or educators--that circumvent such deliberations are a threat to individual liberty and democratic process. Materials should always be evaluated in reference to educational criteria formulated in advance of any particular controversy. As stated by the United States Supreme Court in Pico vs. Island Trees, materials must never be removed or restricted for the purpose of suppressing ideas. --Approved by ASCD Executive Council, October 1982. (Author)

Exemplary Program for Recruitment into Nontraditional Careers. Summary Report (Revised).

Houston Community Coll. System, Tex.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Education; Career Planning; College Students; Educational Needs; Educational Research; Enrollment Influences; Females; High School Seniors; Males; *Nontraditional Occupations; Parent Influence; Sex Fairness; Sex Stereotypes; *Student Attitudes; *Student Recruitment; Teacher Influence; Vocational Education

The Career Aspiration Profile was used to study barriers to the entrance of both men and women into nontraditional careers. Responses were solicited to items dealing with career choice; focus was on those factors perceived as barriers to entrance into nontraditional careers. Respondents were 1350 high school seniors and students from two- and four-year postsecondary institutions. The majority of women wanted to enter female-dominated occupations. Men, to a greater degree, desired to enter male-dominated occupations.

Parents, teachers, and, to a much lesser degree, counselors influenced occupational choice. Students' perceived training needs reflected the sex-stereotyped nature of their occupational choices, with males' needs centered around technical skills and females' around interpersonal skills. Students at all levels generally felt most occupational-technical fields were suitable for both sexes, although high school students were more stereotypic in their responses. Male-cited barriers were low salaries and negative attitudes from others. Females cited physical strength and inabilities to perform on the job. Methods rated highest for recruitment into nontraditional careers were career education, experimental work periods, salary information, and job site visits. (Ten recommendations are made.) (YLB)

ED 234 229 CE 036 981

Peterson, Karen L.
The WIQ: A Multi-Dimensional Instrument to Assess Antecedents of Women's Vocational Choice.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; College Students; Decision Making; *Females; Higher Education; *Interest Inventories; *Multivariate Analysis; Occupational Aspiration; *Predictor Variables; Test Construction; Test Validity; *Vocational Interests
IDENTIFIERS- *Work Interest Questionnaire

A study identified the variables affecting the vocational choice of college women. During the research project, a 97-item instrument entitled the Work Interest Questionnaire (WIQ) was developed and administered to 437 undergraduate female students enrolled at a large Midwestern university. The subjects were selected based on their varying fields of interest (science versus nonscience disciplines and applied versus theoretical orientations). By subjecting the results of the questionnaires to a factor analysis, the researcher identified the following six items as significant in assessing the variables influencing vocational choice: work autonomy, family-work flexibility, parent considerations, work incentives, promotion and esteem, and parental expectations. Because none of these factors was a significant predictor of career orientation when considered exclusively, it was concluded that the variables affecting the decision-making process of vocational choice can be accurately ascertained only through the use of a multi-dimensional instrument such as the WIQ. (The WIQ instrument is not included in this report.) (MN)

ED 234 271 CE 037 091

Lucy, John H.; And Others
Elementary School Industrial Arts. ESIA Lesson Plans and Resources for Elementary Classroom Teachers and Industrial Arts Consultants.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
CONTRACT- 04-2002
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Behavioral Objectives; Career Awareness; *Educational Resources; Elementary Education; Equipment; Hand Tools; *Industrial Arts; *Integrated Activities; Interdisciplinary Approach; *Learning Activities; Lesson Plans; State Curriculum Guides; *Student Projects; *Teaching Methods
IDENTIFIERS- Pennsylvania

This handbook contains 17 teacher-developed elementary school industrial arts (ESIA) lesson plans and a bibliography of resources to assist in planning additional lessons. The handbook supplements an ESIA curriculum guide used in Pennsylvania. Each plan contains the name of the activity, its purpose, a drawing or photograph of the product, a work drawing, behavioral objectives, lists of applications and of skills to be acquired through the project, tools and equipment, materials needed, safety considerations, career awareness, the procedure for conducting the project, and a final suggestion by the writer of the lesson plan. The following projects are described in the lesson plans: words under construction in wood, jigsaw puzzles, a leather pouch, a musical instrument, relief painting, Indian rhythms, mass production of a bookmark, a pocket flashlight, metal tooling and transportation, a photogram, an abacus, puppets and a puppet stage, model rockets, bookbinding, learning about electricity, a telegraph, and teaching proportions.

The handbook also contains a chart indicating the scope and sequence for each plan and its correlation with the goals of quality education and Pennsylvania's plan for industrial arts. A blank lesson plan, a resource list, and a list of audiovisual aids complete the manual. (KC)

ED 234 287 CG 016 881

Hedl, John J., Jr.

A Factor Analytic Study of the Beck Depression Inventory for Female College Students.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Depression (Psychology); Emotional Problems; Factor Analysis; *Factor Structure; *Females; Higher Education; Individual Differences; Psychological Evaluation; Self Concept; *Sex Differences; Student Characteristics
IDENTIFIERS- *Beck Depression Inventory

Previous factor studies of the Beck Depression Inventory (BDI) have not analyzed the item data as a function of sex, or reported more than one factor solution. To further study the factor structure of the BDI, items were factor analyzed and multiple solutions were examined for simple structure, parsimony, and psychological meaningfulness. A sample of 164 female college students who participated in a series of studies dealing with depression, sentence comprehension, and memory completed the BDI. A secondary series of analyses were computed for the higher scoring (more depressed) students. As expected, the first analysis yielded one general factor indicating, primarily, the depth of depression.

However, four factors were interpreted in the secondary analysis with more depressed students. The composition of the resultant factors (guilty depression with sadness, pessimistic outlook and sense of failure, social withdrawal, and health concern) was not similar to those observed in previous studies which showed the factors guilt, depression, retardation, and self-deprecation. Compared to other samples with a mixed population, the incidence of depressive symptoms was higher in the present sample. Male BDI data, when similarily analyzed and compared to the female findings, will provide a better idea about the relation of sex to the factor structure of the BDI with college student populations. (JAC)

ED 234 301 CG 016 895

Teenage Cigarette Smoking Self Test and Discussion Leader's Guide. Guide.
Public Health Service (DHHS), Rockville, Md.
REPORT NO.- PHS-82-50189
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adolescents; *Attitude Measures; Decision Making; Group Discussion; *Health Education; Personal Autonomy; Physiology; Reprography; Secondary Education; *Self Evaluation (Individuals); *Smoking; Values Clarification; Youth Problems

This self test was designed to help teenagers understand their feelings about cigarette smoking. The book contains a leader's guide which describes how the test can be used as a self-administered, self-scored tool; as a basis for group discussion; or for research purposes. Also included are six duplicating masters which are perforated for easy removal and use in photocopying or duplicating. These include tests dealing with teenagers' knowledge of smoking, and with teenagers' social awareness and self-understanding. Directions are given for self-scoring. Other sheets provide information on smoking attitudes and behaviors and the relationship between smoking and health. The address for reordering additional master sets is provided, along with additional resource publications and organizations. (JAC)

ED 234 317 CG 016 011

Emerging Directions: Student Development in the DCCCD. A Result of the Work of DCCCD Student Services Staff and Many Colleagues.
Dallas County Community Coll. District, Tex.
PUB DATE- 31 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Colleges; *Program Development; Program Evaluation; School Counseling; School Health Services; Student Development; Student Financial Aid; *Student Personnel Services
IDENTIFIERS- *Dallas County Community Colleges TX

This report describes the process and results of a project of the Vice Presidents of Student Services Council (VPSSC) of the Dallas County Community College District (DCCCD) which was designed to evaluate and establish direction for the District's student services programs. The history of the project is described in an initial section including project tasks, i.e., studying the profession, conducting topical seminars, drafting and revising the Student Services Philosophy and Purposes, and finally the development of goals and action plans for each of the six councils of the VPSSC. The final sections of the report detail the results of these efforts for the entire council and for each of the six student services areas: the counseling council; the registrar's council; the student development council; the health services council; the financial aid council, and the testing center manager's council. (MCF)

ED 234 332 CG 016 926

Bowler, Rosemarie M.; And Others
Fieldwork Supervisor's Manual.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- College Students; *Field Experience Programs; *Field Instruction; Higher Education; Internship Programs; Interpersonal Relationship; *Supervision; Supervisors; *Supervisory Methods

This manual, intended for community agency personnel who supervise students in undergraduate field placements, presents suggestions to aid the supervisor in providing the student with a valuable and rewarding experience which will also be of value to the agency. Issues are presented in sections reflecting the common sequence of events in a fieldwork placement, i.e., selection interview, contract formation, supervision and training, feedback/communication, evaluation, and closure. The process and purpose of selecting a student for agency placement are addressed, including suggestions for student orientation to the agency. The purposes and possible contents of a learning contract are delineated. The supervisor-student relationship is discussed and the developmental processes of the student in field placement are described. The importance of evaluations for students is discussed, and suggestions are given for evaluation standards. The process of terminating the fieldwork experience is also considered. Descriptions of fieldwork programs at San Francisco State University, a field placement agreement form, and a student final evaluation form are provided in the appendices. (WAS)

ED 234 380 CS 207 483

Newman, Jerrie M.
The Effect of Formal Revision on Improving Writing Skills.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Grade 12; High Schools; Peer Evaluation; Prewriting; *Revision (Written Composition); *Writing Evaluation; *Writing Improvement; Writing Instruction; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Theory Practice Relationship

To evaluate the impact of revision--as distinct from other writing enrichment activities such as peer or teacher feedback--on writing skills, two classes of college-bound high school seniors who voluntarily enrolled in a writing course, were given similar instruction in writing evaluation and skill development. While both classes were permitted to do as many drafts of writing assignments as they wished, the "reviser" section was required to revise work nine times. These sections and a third control group (non-college bound seniors enrolled in a conventional class) that had received no special instruction were given pretests and posttests involving prewriting, writing, evaluation, and revision. Results indicated that required formal revision made no significant difference in student writing achievement between the two experimental classes. It did, however, influence student writing habits: those who had been required to revise reported an increased use of revision in other work. The study suggested that formal revision may not have been necessary at this stage of these students' development because of the enrichment training course in evaluation and use of peer feedback, training in audience awareness, etc., before the revision stage. (MM)

ED 234 427 CS 207 886

Miller, Lance A.
How to Write: A Barely Annotated Bibliography. Research Report.
International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.
REPORT NO.- RC-9687-(#42784)
PUB DATE- 15 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Computer Assisted Instruction; Computer Programs; Dictionaries; Educational Psychology; Elementary Secondary Education; Higher Education; Linguistics; Reference Materials; *Teaching Methods; Testing; *Writing (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS- Behavioral Psychology; Stylistics

The references in this bibliography tend toward practical or "how to" strategies for writing. The 718 references are listed alphabetically in the bibliography section, with each citation followed by a code denoting its topical categories: (1) general "how to write," (2) "how to write" business letters, (3) stylistics, (4) educational psychology, (5) basic psychology, (6) testing psychology, (7) computer software programs, (8) linguistics, and (9) reference sources. The same citations are then categorized according to these areas. (HTH)

ED 234 519 EA 016 106

Review of Procurement Practices in the Montgomery County Public Schools. Final Report.
Touche Ross and Co., Washington, D.C.
SPONS. AGENCY- Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- 25 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Organization; *Cost Effectiveness; *Educational Administration; Efficiency; Elementary Secondary Education; Financial Services; Interviews; Long Range Planning; Management by Objectives; Management Systems; *Money Management; Operating Expenses; Organizational Development; *Organizational Effectiveness; Performance; *Purchasing; Questionnaires; School Business Officials; *School District Spending; Surveys
IDENTIFIERS- *Montgomery County Public Schools MD

Following a management summary and introduction, chapters 3 and 4 of this report present findings and recommendations related to the Montgomery County, Maryland, Public Schools process of procuring supplies and equipment (food supplies, fuel oil, warehouse supplies, and maintenance parts) and contractual services (data processing maintenance, transportation of handicapped children, legal support, and equipment lease and maintenance), the combined costs of which in 1983 were budgeted at $28.2 million. Chapter 5, which focuses on the operating performance of the Procurement Division, includes findings on vendor and user satisfaction with the procurement process,

operational efficiency, and the use of data processing. Chapter 6 reviews Procurement Division organization and staffing, including an organization chart and description of roles and responsibilities for various jobs, from the procurement director to typists and clerks. Following a presentation of findings and recommendations on the financial management and management control aspects of procurement in chapters 7 and 8, chapter 9 proposes a set of activities for implementing the study's recommendations. The report concludes with a lengthy appendix, including forms used for interviews and surveys of users, vendors, and principals and directors. (JBM)

ED 234 534 EC 160 401

Wesson, Caren
Data Based Program Modification: A Disk for Monitoring Student Progress.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Managed Instruction; *Computer Programs; *Disabilities; Elementary Secondary Education; *Formative Evaluation; Program Evaluation; *Student Evaluation
IDENTIFIERS- Data Based Program Modification

The paper describes a microcomputer disk, Data Based Program Modification (DBPM), which allows special and regular educators to monitor the progress of each student, thereby perceiving the effectiveness of the instructional program. The advantages of such a formative evaluation approach are considered. The development of the DBPM is outlined in its three stages: (1) identification of the behaviors to be measured in reading, spelling, and written expression; (2) development of technically adequate measurement procedures for measuring those behaviors; and (3) an exploration of alternative approaches for using the data to make decisions about instructional effectiveness. Results of pilot studies and field tests are reported, technical information is given, and additional services of the founding company (including training on procedures for setting goals and objectives and the application of the data for program evaluation) are described. (CL)

ED 234 146 CE 036 717

Waskel, Shirley; And Others
The Elderly's Response to Problem Solving: Practice and Research.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Aging (Individuals); *Gerontology; Middle Aged Adults; *Older Adults; *Problem Solving

A team from the gerontology program at the University of Nebraska at Omaha collated random information gained from written and verbal observations of 156 respondents aged 52 to 94 who completed a problem-solving inventory. Comments were divided into two major categories: perceptions of problem-solving abilities and reaction to the problem-solving inventory. Most indicated they handled their daily problems well. Others felt they had no problems, the problems they experienced were in the past, they had others to take care of situations, or they had no control over their problems. They felt the methods they used for problem solving were the same ones used throughout their lifetime. Respondents found the abstract problems on the Likert-type instrument more complicated to handle than a concrete situation. The level of education had an impact on the individual's reaction to the instrument. Having six choices was difficult for many to comprehend, and it was learned that the aged individual could handle one function a day most effectively. Much of the data seemed to corroborate with results found by researchers in laboratory settings regarding rigidity, difficulty with a Likert scale, slowing reaction time with age, and preference for the concrete. (YLB)

ED 234 160 CE 036 813

Progressing from Vocational Preparation towards a Solution.

Further Education Curriculum Review and Development Unit, London (England).

REPORT NO.- ISBN-0-85522-117-8
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Role; *Articulation (Education); Change Strategies; Curriculum Development; *Educational Change; Educational Needs; Educational Objectives; Educational Planning; *Educational Policy; Policy Formation; Position Papers; Postsecondary Education; *Program Development; Program Improvement; Public Agencies; Public Policy; Technical Education; *Vocational Education
IDENTIFIERS- *Great Britain

In January 1982 the Further Education Curriculum Review and Development Unit (FEU) published a discussion paper dealing with the issues involved in expanding and improving Great Britain's vocational training and educational system. Following its publication and dissemination of the paper, the FEU sent a letter asking the major further and higher education (FHE) validating and training bodies to respond formally to the discussion paper. Responses were received from 17 FHE validating bodies concerning the extent to which they supported the points set forth in the discussion paper and the role that they hoped to play in the progression of the country's vocational education and training system. The responses indicated a general support for the notion that the issue of the progression of vocational training is crucial to the success of the vocational program. Analysis of the various practices that individual agencies both hope to and are currently implementing to facilitate progression reveals two major obstacles to progression, the lack of a coherent government policy on vocational preparation and the persistence of the idea that vocational preparation is a temporary phenomenon. (Appended to the report are the text of the FEU document, the individual agency responses to the document, and a common core of skills for vocational preparation.) (MN)

ED 234 201 CE 036 930

Knox, Josephine J.
A Study to Conduct an Analysis of Fall Out among Low-Income Head of Household Women Seeking Employment. Final Report.
San Antonio Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 3 Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adults; *Disadvantaged; Displaced Homemakers; *Dropout Prevention; Dropouts; Economically Disadvantaged; *Educational Needs; Educational Policy; Employed Women; *Employment Problems; *Females; *Job Training; Outcomes of Education; Participant Characteristics; Participant Satisfaction; Program Effectiveness; Womens Education
IDENTIFIERS- Texas

This study was conducted to identify factors that affect disadvantaged women in their efforts to gain long-term employment or to complete vocational and technical education programs. Following a review of literature, a questionnaire was prepared and administered to 160 disadvantaged women in Texas. An analysis of the questionnaire responses identified a number of factors. Two factors that were consistently identified by all subjects were (1) the lack of marketable skills and (2) the lack of supportive services, particularly child care. Other inhibiting factors identified included financial difficulties; study, time management, and transportation problems; and inadequate socialization to work or education requirements. These were further hampered by a lack of competent career guidance and personal counseling as well as by a general lack of employment information and educational opportunities. The facilitating factors most consistently identified were child care assistance, financial aid for both education and employment assistance training programs, short-term employment and education programs that result in marketable skills, and job readiness assistance. The study concluded that (1) to increase successful completion of education programs by disadvantaged women, support services, particularly child care and financial aid, must be made available to this population and (2) although such help may facilitate the completion of job readiness programs, they do not ensure long-term employment because the participants do not always acquire skills in the programs for long-term employment. Recommendations were made to the National Women's Employment and Education, Inc.; to San Antonio College; and to Texas policymakers to improve programs to ensure success for disadvantaged women. (KC)

ED 234 215 CE 036 957

Stewart, Bob R.; And Others
Career and Personal Development for Plant Science Core Curriculum. Instructor's Guide. Vol. 15. No. 1. Revised.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-74-I, $1.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; Agronomy; Behavioral Objectives; *Career Development; *Career Planning; Core Curriculum; Curriculum Guides; *Employment Interviews; Human Relations; Hygiene; Individual Characteristics; *Individual Development; *Interpersonal Competence; *Job Application; Lesson Plans; Occupational Information; Secondary Education; Teaching Guides; Tests; Transparencies; Vocational Education

Intended as part of the second year of instruction for students of vocational agriculture, this unit for a plant science core curriculum consists of five lessons designed to help students in their careers and personal development. Topics are: reconsidering career plans; finding information on available jobs; getting a job; developing as a confident, responsible person; and developing human relations. A unit outline lists objectives, motivational technique or interest approach, lessons, and references and materials. Organized in a format to aid teachers in planning their lessons, the materials contain some or all of these components: objective, study questions, a list of references, teaching procedures (review, motivation, assignment, supervised study, discussion, other activities, summary and conclusions, and answers to evaluation), transparency masters, handouts, and an evaluation. (YLB)

ED 234 244 CE 037 020

Learning about Occupations. Cooperative Occupational Education, Unit 5. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Choice; *Career Education; *Career Planning; Competency Based Education; *Cooperative Education; Curriculum Guides; Information Sources; Instructional Materials; Learning Activities; *Occupational Clusters; *Occupational Information; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce students to a systematic method of researching occupations. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on three information topics: how to find out about occupations, kinds of information one should look for, and occupational clusters. (YLB)

ED 234 349 CS 007 265

Simeonov, Vladimir; And Others.
Books and Reading in Bulgaria. Studies on Books and Reading No. 12.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; *Foreign Countries; Literacy; Problems; *Production Techniques; Professional Training; *Publishing Industry; Reading Habits; Reading Improvement
IDENTIFIERS- *Bulgaria

Intended for use by those interested in promoting books and reading in the world, this report examines book production and reading characteristics in Bulgaria. Major sections of the report deal with intellectual production, publishing activities, physical production, distribution, reading habits, professional training, and legal and institutional considerations related to book production. Specific topics discussed in these sections include the following: (1) the language in which Bulgarian literature is written; (2) forms of encouragement for authors and translators; (3) professional organizations; (4) literary criticism; (5) unification and standardization of terminology in the translations of scientific and technical literature; (6) publishing houses; (7) the state of publishing; (8) meeting readers' needs; (9) distribution networks; (10) libraries; (11) educational and literacy levels; (12) factors limiting reading; (13) professional training services for book publishing staffs, book marketing specialists, librarians, printers, publishers, and booksellers; (14) copyright regulations; and (15) encouragements for reading and book production. (FL)

ED 234 365 CS 007 301

Christine, Charles T.; And Others
The Teacher-Teacher Reliability of the CRI and ERI.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; Elementary Secondary Education; *Informal Reading Inventories; Interrater Reliability; Reading Instruction; *Reading Research; Reading Tests; *Test Reliability
IDENTIFIERS- *Classroom Reading Inventory; *Ekwall Reading Inventory

Thirty-two children aged 7 to 12 participated in a study to determine the reliability of the Ekwall Reading Inventory (ERI) and the Classroom Reading Inventory (CRI). The children were randomly assigned to take one of the two inventories, which were administered by four different specially trained teachers. The study used a test-retest design, in which the test was a "live" administration of one of the inventories by one teacher and the retest was the scoring of a videotape of the first teacher by a second. The test and retest for each child was compared on two dimensions of test scoring purity: (1) teacher adherence to test scoring procedures and (2) the use of teacher judgment to supersede strict scoring rules. Results showed that both the ERI and the CRI are reliable when used by professionals trained in their use. Teachers using the ERI scoring criteria and teacher judgment placed their pupils within one grade level 14 of 16 times, while teachers using the CRI with teacher judgment achieved agreement within one grade in 11 of 16 times. (FL)

ED 234 412 CS 207 854

Moss, Peter
Writing Matters.

REPORT NO.- ISBN-0-949898-01-5
PUB DATE- 81
AVAILABLE FROM- St. Clair Press, P.O. Box 314, Epping, New South Wales, 2121, Australia; National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58803, $7.00 non-member, $6.00 member).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Creative Writing; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Higher Education; Poetry; *Teacher Role; *Writing Instruction; *Writing Processes; *Writing Research

The six chapters in the book comment upon writing and writing instruction. The first chapter describes the major research of the past 15 years and the ways it has altered how teachers regard the teaching of writing. The chapter compares the American research tradition, with its emphasis on system, sequence, and order, and the British tradition, which concentrates more on the personal experiences of students and their struggles to represent them in some form. The second chapter discusses the role of the teacher in integrating literature and writing instruction, while the third describes teaching approaches and writing exercises designed to develop the "writing muscles," and deals with the question of writing assessment. The fourth chapter considers the research concerned with the talking-writing relationship, then provides examples of classroom dialogue that led to expressive writing. The fifth chapter reviews the wider range of purposes served by writing in society, while the final chapter comments on several tenets of the back-to-basics movement. (FL)

ED 234 444 CS 504 314

Shapiro, Mitchell E.; Williams, Wenmouth, Jr.
Agenda-Setting and Political Framing in the 1982 Illinois Gubernatorial Campaign.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Editorials; *Mass Media Effects; *Media Research; *News Media; *Political Issues; *Politics; Public Opinion; Research Methodology; State Government

IDENTIFIERS- *Agenda Setting; Gubernatorial Elections; Illinois; *Political Campaigns

In 1972, M. McCombs and D. Shaw introduced the idea that the mass media have the ability to tell the public which issues are of major importance in a political campaign by virtue of the amount of coverage they give each. This they termed the "agenda setting" function of the media. A study was conducted to investigate various aspects of the agenda setting function of the media as they occurred in a gubernatorial campaign. Four separate agendas were examined: (1) aggregate newspaper--all news stories appearing in a newspaper that were related to an issue regardless of its linkage to the campaign; (2) campaign agenda--a list of those issues given coverage by the media that were linked to the campaign, rank ordered in terms of amount of coverage each received; (3) editorial agenda--a list of those issues given coverage by the media in editorials, also rank ordered; and (4) public agenda, a list of issues perceived by the public as most important in the campaign, as elicited through telephone interviews. The three media agendas were then correlated with the public agenda. The results indicated that the campaign and editorial agendas were generally more effective in setting public agendas than was the aggregate newspaper agenda. The findings suggest that if the media devoted more attention to the obvious linkages between important issues and a campaign, the agenda setting effect could be enhanced. (FL)

ED 234 460 CS 504 401

Ianniello, Raphaella A., Ed.
Conference in Rhetorical Criticism. Address of the Annual Conference and Commended Papers (17th, Hayward, California, May 7, 1982).
California State Univ., Hayward. Dept. of Speech and Drama.
PUB DATE- 7 May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Discourse Analysis; *Literary Criticism; Mass Media Effects; *News Reporting; *Persuasive Discourse; Politics; *Rhetoric; *Rhetorical Criticism; Speeches; *Television; Visual Discrimination; Visual Stimuli
IDENTIFIERS- 60 Minutes (Title); *Watt (James)

The four papers in this compilation were drawn from a conference designed to encourage scholars to continue the rhetorical tradition. The first paper, by Robert S. Cathcart, was the opening address of the conference and discusses the "technologization" of rhetoric. Specifically, the paper discusses the application of rhetorical analycis to the mass media. The remaining three papers in the compilation were those most highly commended by a panel of critics at the conference. The first, by Nancy Garabedian, discusses the techniques used by the television news program "60 Minutes" to build a visual ethos. The second paper, by Sharon Occhipinti, examines the attorney's final argument to a jury as a genre of discourse; and the third paper, by Sean O'Rourke, presents situational analysis of the Senate confirmation hearing for Secretary of the Interior-designate James Watt. (FL)

ED 234 489 EA 016 076

The Secondary School Curriculum: A Handbook for Administrators.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum; *Curriculum Development; Curriculum Guides; *Educational Objectives; Government School Relationship; Program Development; Secondary Education; Student Characteristics
IDENTIFIERS- *New York State Education Department

Emphasizing the role of the school and the State Education Department in addressing students' needs, this handbook provides administrators planning secondary school programs with an outline of the New York State curriculum. An introduction describes general characteristics of secondary students and addresses the schools' responsibility to respond to students' needs with appropriate staff, resources, and programming. The Education Department's task in organizing a general program and the school-state relationship in curriculum development are examined, and state curriculum requirements and procedures for approval of local courses for state credit are reviewed. A chapter on general education constants and electives describes courses of study in terms of purpose, recommendations, and requirements. Sequences in the practical arts and occupational education are briefly described pending more complete formulation, and other curricular emphases and adaptations are discussed. References to materials for curriculum implementation are appended. (MJL)

ED 234 504   EA 016 091

Green, Joslyn; Brown, Rexford
Student Achievement in Public and Private Schools. Issuegram 16.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Bulletins; *Catholic Schools; Educational Assessment; Educational Practices; Educational Research; Elementary Secondary Education; Minority Groups; *Outcomes of Education; *Private Schools; *Public Schools; Research Problems; *School Effectiveness; Student Characteristics; Tax Credits; Tuition
IDENTIFIERS- High School and Beyond (NCES); Public and Private Schools (Coleman et al)

Whether students learn more in private schools is a point of controversy among researchers, though the argument for tuition tax credits for parents of private school students often rests on it. In different studies comparing private and public schools, the main area of disagreement is the extent to which nonschool factors affect achievement. The "Public and Private Schools" report concluded that private schools produce better cognitive outcomes than public schools, with half the difference attributable to students' backgrounds and half to private school practices; that greater cognitive growth occurs in private schools between sophomore and senior years; and that achievement levels vary less in Catholic schools than elsewhere. The study's methodology has been attacked on several grounds, but some groups of minority students do appear to do better in private schools. The quality of individual schools varies and recent school effectivess data suggest that good public and private schools share such characteristics as strong leadership, more homework, a supportive learning environment, and fair discipline. (MJL)

ED 234 552 EC 160 419

Kramer, Zoltan
Cleo and the Learning Disabled. Alternative Techniques for Teaching History to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Course Content; Higher Education; *History Instruction; *Learning Disabilities; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A history professor describes his involvement with project HELDS (Higher Education for Learning Disabled Students) and discusses ways in which he accommodates LD students in his classes. Among the general techniques advocated are taping, use of analogies to help the students understand concepts, and emphasis on context of events within time periods. He cites the value of having readers, dictators, and tutors available. A list of mnemonic aids and the course syllabus are among appended information. (CL)

ED 234 188 CE 036 898

Hogue, Ken; And Others
Identification and Analysis of Emerging Occupations in Vocational Agriculture. Final Report.
Texas A and M Univ., College Station. Dept. of Agricultural Education.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Education; *Agricultural Occupations; *Demand Occupations; Educational Needs; Educational Planning; *Emerging Occupations; Employment Potential; Job Analysis; Job Skills; Job Training; Occupational Information; Occupational Surveys; Postsecondary Education; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Texas

This study was conducted to identify emerging jobs in vocational agriculture in Texas. Two job survey booklets were constructed and used to collect job information from 2,000 agribusinesses and 1,600 vocational agriculture teachers in Texas. They were asked to identify jobs that were new and emerging. These jobs were further investigated to develop job descriptions and employment requirements for each. Additional investigations were made to determine if the type of vocational agricultural training or school location were related to the types of jobs in which teachers placed students. Other background data were collected and analyzed to determine if any relationships exist that might explain why there is a difference between jobs in which businesses reported they would consider employing a vocational agricultural student and total placement in the state. The study resulted in the identification of more than 150 jobs that were described as "emerging." That is, these jobs have a relatively high placement potential for vocational agricultural students or graduates. Comprehensive job descriptions were developed to identify the primary work requirements for each job. It was recommended that this information be used by teachers to point out the requirements for certain jobs to students and to effect a better match between students and courses of study. The study also suggested that the results could be used by developers of instructional materials, by consultants to evaluate and create training plans, and by school administrators in preparing teacher inservice workshops for vocational agricultural teachers. (Author/KC)

ED 234 258 CE 037 034

Your Personal Life and the Law. Cooperative Occupational Education, Unit 19. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Compliance (Legal); *Cooperative Education; *Criminal Law; *Due Process; Employment Potential; Job Skills; *Laws; Lawyers; Learning Activities; Learning Modules; Legal Problems; Legal Responsibility; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

IDENTIFIERS- Civil Law

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, acquaints students with the rationale for laws and the basics of our legal system. It explains the process one goes through if arrested, and how and when to get legal assistance. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 302 CG 016 896

Arum, Mary Louise; And Others
Experiencing Your Identity: Developmental Materials for Academic and Community Settings.
Chicago State Univ., IL. Center for Women's Identity Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescent Development; Adolescents; Affective Objectives; Community Colleges; Emotional Development; Family Relationship; *Group Activities; Group Discussion; Interviews; Personal Autonomy; Personal Narratives; Resource Materials; Secondary Education; *Self Actualization; Youth
IDENTIFIERS- *Identity Formation; *Life Events

This book for teachers, counselors, or group leaders, provides a set of activities through which young persons can experience issues relating to their own sense of identity. The activities are based on the life experiences of 100 adult women interviewed in 1977-78. The exercises can be used in a variety of high school, community college, or community group settings and to complement a variety of course offerings. Three types of activities are included based on three avenues of learning and experiencing. Following the introduction and explanation, the second chapter, Topics for Creative Expression, consists of materials to guide young persons in recognizing their own experiences and expressing them orally, graphically, and in writing. The participants respond to the words of women describing critical events in their lives. Activities for Group Participation includes structured activities to provide bases for clarifying what participants desire for their own lives. The final chapter, Learning From Your Experience, leads participants in interviewing each other and reviewing what they have learned. (JAC)

ED 234 318 CG 016 912

Dittrich, Joan E.; Trapold, Milton A.
Wives of Alcoholics: A Treatment Program and Outcome Study.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alcohol Education; *Alcoholism; Coping; *Counseling Effectiveness; Family Problems; *Females; *Group Counseling; Psychological Patterns; Social Support Groups; *Spouses; Stress Variables; Well Being

This study assessed the effectiveness of a brief group treatment program aimed at ameliorating some of the psychological reactions commonly seen in wives of alcoholics. The goals of the 8 week treatment program were: (1) to help wives identify their counterproductive attempts to cope with the alcoholism; (2) to develop constructive coping strategies; and (3) to identify and articulate personal alternatives and goals. Compared to a waiting list control group (N=13), the experimental group (N=10) showed significantly more improvement on measures of anxiety, self-concept, and enabling behaviors; there was no difference on a measure of depression. After formal treatment, the experimental group was given access to a support group which met for the next 8 weeks. After the initial 8 week waiting-list period, the control group replicated the treatment sequence as it had been given to the experimental group. An analysis of the experimental and control groups combined over the various treatment phases indicated significant improvements on measures of depression, anxiety, self-concept, and enabling at the end of the formal treatment, and these improvements were maintained through the support and follow-up phases. A phone follow-up at 12 months after intake revealed that 50 percent of the subjects were continuing to meet in self-run support sessions, that 48 percent of the husbands had entered some form of treatment for their alcoholism, and 39 percent of the wives had either separated from or had divorced their husbands. It was concluded that wives of alcoholics can be effectively treated for their dysfunctional psychological reactions, quite independently of any treatment for the husband's alcoholism. (Author)

Shea, Catherine A.
Schools and Non-Nuclear Families: Recasting Relationships.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Elementary Secondary Education; *Family School Relationship; Family Structure; Literature Reviews; *One Parent Family; *School Role; State of the Art Reviews; *Stepfamily; Student Needs; *Teacher Education; *Teacher Role

The soundness of the home-school relationship depends on mutual trust and understanding. This relationship is now at risk because schools have not adjusted to single-parent and step-families. Concern about the home-school relationship has increased over the last decade. However, accompanying the recent rise in non-nuclear families is a gap in teachers' knowledge of, and skills dealing with, these families, due in part to the general socialization of teachers in a society which compares non-nuclear families unfavorably with traditional ones. This points to a need for both society and education to examine attitudes and differential perceptions that are destructive toward individuals. Teacher training institutions need to provide experiences to aid teachers in acquiring the skills needed for parental involvement. Possible reasons for institutional shortcomings in this area include: lack of awareness or desire; lack of professional resources on the subject; uneasiness with the emotional and opinion issues surrounding divorce and remarriage; and resistance to further broadening the teacher role. The reasons schools resist dealing with non-nuclear family structures include: complex legal issues surrounding custody; desire to protect student and family privacy; fear that acknowledging divorce will withdraw support for the ideal one-home family; and budget constraints. It is possible to accommodate each non-nuclear family through a combination of individual attention and group/program approaches. A lengthy chart gives recommendations from eight different sources grouped into the following areas: training/awareness for teachers; logistics; schools/parents; curriculum/instruction; teacher/child; legal issues/record keeping; and intervention techniques. (WAS)

ED 234 397 CS 207 780

Schell, John F.
A Heuristic for the Teaching of Persuasion.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cohesion (Written Composition); Higher Education; *Language Usage; *Models; *Persuasive Discourse; Teacher Role; *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Audience Awareness; Freshman Composition; *Heuristics

Interpreting Aristotle's criteria for persuasive writing--ethos, logos, and pathos--as a concern for writer, language, and audience creates both an effective model for persuasive writing and a structure around which to organize discussions of relevant rhetorical issues. Use of this heuristic to analyze writing style, organization, and content generates many useful insights on the persuasive mode. For example, when students evaluate sentences or style with reference to the identity of the writer, they realize that if sentences are to reflect the writer's good judgment, they should be grammatically correct; if good character, they should refrain from insult; if good will, they should be clear, concise, and coherent. When students turn their attention to the audience's needs, they find that sentences showing skillful use of figurative language, rhythm, or tropes have more persuasive impact. When considering the language as a whole, they discover that each sentence must further the general argument. Using this model to analyze organization and content as well as sentences and style, students develop an understanding of the demands of persuasive writing. (MM)

ED 234 428 CS 207 887

Howington, Cynthia
Wit and the Conscious: Using Humor as a Composing Strategy.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Feedback; Higher Education; *Humor; Punctuation;
*Student Motivation; Teaching Methods; *Writing (Composition);
Writing Exercises; *Writing Instruction
IDENTIFIERS- Audience Awareness
Perhaps because of their familiarity with joke telling, students often do their best writing when using humor. In both telling jokes and creating humorous works, students need to develop a strong sense of audience, an awareness of the importance of vivid description, a strong sense of purpose, and the ability to use punctuation for effect. The humorous writing assignment not only helps students develop these skills, but also provides young writers with instant feedback. Once papers are read aloud in class, students know whether they have succeeded or not, and to what degree. After students have gained an awareness of audience, purpose, and style through the humorous writing assignment, they can apply these skills to other forms of writing. While not a panacea for all the problems of writing instruction, the use of humor is an effective and highly motivating composing strategy. (HTH)

ED 234 476 EA 015 930

Hamilton, Stephen F.
Highlights from Research on School and Classroom Ecology.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Feb 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Classroom Environment; *Educational Environment; Educational Research; Elementary Secondary Education; Institutional Characteristics; Literature Reviews; *School Effectiveness; *School Role; School Size; *Socialization; Student Behavior
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The research summarized here suggests that: Children learn more than academic content from their school experiences, especially how to behave in nonfamily groups. Congruence between the school and community can contribute significantly to a sense of community among both adults and youth, but at some sacrifice in academic quality. The prominence of peer social interaction in schools can displace the academic function of schools, especially at the high school level. But peer interaction can also serve to reinforce organizational and academic norms. The prominence of peer interaction among secondary school students is not solely determined by student characteristics; it is a response to the structure and climate of schools. Marked differences in student behavior and school climate can be attributed to the beliefs and practices of teachers and administrators and the ways in which they interact to form a social system. Small high schools offer more opportunities per student for participation in academic and extracurricular activities, especially in responsible positions. Small-school students, including academically marginal students, participate in a greater variety of settings and report more and deeper satisfaction from their participation than students in large schools. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, RIS columns in "Update," and the quarterly publication of "Curriculum Update." (Author)

ED 234 175 CE 036 864

Murray, Lane
A Program to Provide Vocational Training to Limited English Speaking Adults in a Correctional Setting. Final Report.
Texas State Dept. of Corrections, Huntsville. Windham School District.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 31 Aug 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Vocational Education; *Bilingual Education; *Correctional Education; Correctional Rehabilitation; *English (Second Language); Job Skills; *Limited English Speaking; Screening Tests; *Spanish Speaking; Student Placement; Trade and Industrial Education
IDENTIFIERS- Windham School District TX

The Windham School System implemented a pilot project designed to provide bilingual vocational training to limited English-speaking adults in a correctional setting. Inmate students enrolled in Windham bilingual academic classes on the Eastham Unit of the Texas Department of Corrections were interviewed, and procedures for student screening and subsequent placement into existing vocational classes were developed and implemented. A vocational academic teacher was hired to provide 6 hours of language training each week as a supplement to their 30 hours of weekly vocational training. Coordination was effected between the vocational trades instructors and the vocational academic teacher to incorporate vocational terminology into the language training class. Relevant vocational materials in Spanish were provided as supplements to the vocational trades curriculum. Ten limited English-speaking adult inmate students were placed into five vocational trades classes. They reported no dissatisfaction with their vocational placement. Their functional reading levels in English consistently improved, but reading deficiency was continually cited as the major impediment to learning in the vocational classroom. Acquisition of trade skills progressed satisfactorily. Program expansion would require increased roles of the administrators and instructors. (Appendixes include descriptions of screening tests and vocational materials translated into Spanish for the project.) (YLB)

ED 234 216 CE 036 958

Stewart, Bob R.; Hunter, Bill
Career and Personal Development for Plant Science Core Curriculum. Student Reference. Vol. 15. No. 2.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-74-S, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Agricultural Education; Agronomy; *Career Development; Career Education; *Career Planning; Core Curriculum; *Employment Interviews; Human Relations; Hygiene; Individual Characteristics; *Individual Development; *Interpersonal Competence; *Job Application; Occupational Information; Secondary Education; Textbooks; Vocational Education

This student reference in career and personal development is designed to accompany the lessons outlined in the instructor's guide for a plant science core curriculum. Five lessons cover career planning; finding information about available jobs; applying and interviewing for a job; developing as a confident, responsible person; and developing better human relations. Each lesson provides informative materials, a summary, and a reference to the source of the information. (YLB)

ED 234 230 CE 036 984

Continued Development of Curriculum for Interpreter Training Programs in Vocational Education. Final Report, July 1, 1980 - June 30, 1981.
Texas State Technical Inst., Waco.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 81
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Sign Language; Annotated Bibliographies; Audiovisual Aids; Consultation Programs; *Curriculum Development; Deaf Blind; *Deaf Interpreting; *Deafness; Guidelines; Instructional Materials; *Interpreters; Interpretive Skills; Learning Activities; *Material Development; Postsecondary Education; Program Evaluation; Records (Forms); State Programs; *Vocational Education
IDENTIFIERS- Texas

A project was undertaken to continue development of a curriculum for training interpreters for deaf persons enrolled in vocational education programs in Texas. Utilizing field consultants for specialized course development, project staff completed 11 interpreting modules and accompanying audiovisual prototypes. In addition, on-site visits were made to evaluate the use of the curriculum and to establish a mechanism for a reporting and evaluation procedure. A series of tangible products resulted from the project, including an updated annotated bibliography; curriculum modules and syllabi composed of objectives, activities, teacher goals, and student handbooks; and audiovisual scripts. (Included in the appendixes--which make up the bulk of this document--are a weekly report form; a sample contract; an instructor guide; and

modules on medical and mental health interpreting, social service interpreting, legal interpreting, American Sign Language (ASL) linguistics for interpreters, the culture and community of deaf persons, deaf and blind interpreting, minimal language skills interpreting, and oral interpreting. (MN)

ED 234 272 CE 037 092

Elementary School Industrial Arts. An Educator's Handbook Containing Approaches and Resources for Making the Elementary Education Curriculum More Effective through Industrial Arts Activities.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 83

CONTRACT- 04-2002

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Accident Prevention; Audiovisual Aids; Career Awareness; *Career Education; Child Development; Classroom Techniques; Community Resources; Educational Facilities; Educational Finance; Educational Resources; Elementary Education; Equipment; Hand Tools; *Industrial Arts; Inservice Teacher Education; *Integrated Activities; *Interdisciplinary Approach; Learning Activities; Lesson Plans; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Public Relations; Safety; Teaching Methods

IDENTIFIERS- Pennsylvania

This guide attempts to show educators and parents how elementary school industrial arts (ESIA) activities in the classroom can increase a child's competencies in basic skills, computer applications, and other class assignments, while also expanding the child's knowledge of careers and the rapidly changing world of work. The guide provides administrators, elementary school principals, classroom teachers, and industrial arts consultants with several strategies for integrating industrial arts activities into the curriculum. The guide contains 13 sections that cover the following topics: a rationale for elementary school industrial arts, research on the effectiveness of ESIA, how ESIA can enhance career education, learning environments for doing ESIA, ESIA activities by grade levels, preparing instructors for teaching ESIA, funding, tools and materials, safety considerations, local resources, public relations, sample lesson plans, and evaluating ESIA. Various learning

activities and teaching strategies are included in each section, as appropriate. (KC)

ED 234 288 CG 016 882

Coe, Sherri N.; Morgan, Rosalind A.
EN-ACT: Black Women's Identity in Action. A Facilitator's Workshop Manual.
Chicago State Univ., IL. Center for Women's Identity Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Black Culture; *Blacks; *Females; *Group Activities; Group Experience; *Individual Development; Life Satisfaction; *Self Actualization; *Self Concept; Social Support Groups; Well Being; Workshops

This workshop manual is intended for use by counselors, psychologists, and community and social workers. It may be used as an adult developmental activity, for black women 18 or older, at the secondary and post-secondary levels, as part of a women's cultural studies program, or as a continuing education offering. Chapter 1 of the manual provides a discussion of EN-ACT meanings and goals, and its conceptual foundations, and gives instructions on how to use the manual. Chapter 2, "Facilitating the Group Experience," describes the facilitator role and responsibilities; reviews the basic communication skills of attending, listening, and responding; and examines the didactic and experiential characteristics of the group experience in light of workshop goals. Chapter 3 presents the workshop's three modules in detail. Module 1, "Enabling," focuses on the historical and cultural forces in the black woman's experience and attempts to prepare the way for change through stimulating cognitive and behavioral awareness. Module 2, "Actualizing," addresses the black woman's socialization process, and moves toward modification of personal and cultural awareness. Module 3, "Activating," focuses on the participants' unique qualities and goals and seeks stabilization of awareness and a strengthening of positive attitudes. The format for the modules provides complete facilitator directions and narrative, and all necessary participant materials and handouts. Chapter 4 provides suggestions for particular circumstances, contingency plans, and options. Chapter 5 includes guidelines for adapting the workshop to individual settings, and ideas for follow-up and evaluation. The appendices provide the workshop readings and a list of resources. A bibliography is also included. (MCF)

ED 234 381 CS 207 555

Measuring Achievement? Assess Performance! Assessment Supplement for Teachers.

Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; *Achievement Tests; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Informal Assessment; *Observation; *Performance Tests; Student Participation
IDENTIFIERS- Fact Sheets; PF Project

Performance assessment (observational assessment) can be an effective alternative to traditional paper and pencil tests when measuring academic achievement. Benefits of performance tests include: (1) testing knowledge synthesis rather than just knowlege acquisition; (2) allowing for diagnosis of individual needs and an immediate adjustment of instruction based on those needs; (3) adapting to any grade level or subject; and (4) enabling students to rate themselves and others. Performance tests can involve either formal or informal assessments. They can differ substantially in the information they provide and in the ways they are used, ranging from managing instruction to certifying skills to making student placement decisions. Performance tests are an effective measure of progressive growth in a wide variety of school subjects. (DC)

ED 234 490 EA 016 077

Wright, Douglas A.; And Others

School District Perceptions of Federal Competitive Education Programs. Final Report. Initial Release September 1981. Fast Response Survey System.

Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- FRSS-R-13; NCES-83-208
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Grantsmanship; National Surveys; Program Development; *Program Proposals; *Questionnaires; Rural Urban Differences; Staff Development; Suburban Schools; Tables (Data)

This report evaluates data collected in the 1981 survey of school district perceptions of the benefits and problems associated with 27 federal competitive grant programs. The survey had three general objectives: (1) determine the number of districts participating in these programs from 1978-80, (2) identify why districts do or do not apply for program grants, and (3) determine the costs and benefits of administering the grant programs. The report highlights the findings, which include a delineated evaluation of statistical data. The major factors found to be discouraging applicants are: confusing

or cumbersome application procedures, lack of staff to prepare applications, and perceived low chances of receiving grant awards. Among the five listed potential benefits of these programs, respondents cited supplementation of local funds and opportunities to develop new programs most frequently. A majority of the districts perceived excessive paperwork as the primary problem in administration of these grant programs. One half of the districts perceived either curriculum development or staff development as the most helpful feature of federal competitive education grants. Included with the report are appendixes and a copy of the survey questionnaire. (MD)

ED 234 520 EA 016 107

Doody, Robert J.; And Others

Report on the Payroll System. MORE: Management Operations Review & Evaluation.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Oriented Programs; *Cost Effectiveness; Elementary Secondary Education; Integrated Activities; Long Range Planning; *Management Systems; Needs Assessment; *Organizational Effectiveness; *Payroll Records; Systems Analysis; Systems Approach; *Systems Development
IDENTIFIERS- *Montgomery County Public Schools MD

Designed to improve the long-term operational efficiency of the Montgomery County, Maryland, Public Schools (MCPS) payroll system, this study begins with an executive summary, including a set of recommendations and a chapter-by-chapter synopsis. Following an introduction to the study and a general description of the payroll system in chapters 1 and 2, chapters 3 and 4 provide an evaluation of the system's set of internal controls and its relationship to the primary repository of employee information known as the Personnel Master File. Chapters 5 and 6 focus on Leave Accounting and Attendance Processing, which constitute the core of the payroll system; chapter 7 addresses the issue of multiple payroll cycles. Chapters 8-10 analyze other attendance processing issues, the benefits of direct deposit of an employee's pay, and the role of the Division of Payroll Operations. The study concludes with a chapter on strategies for the systematic implementation of its own recommendations. Proposals include consolidating MCPS's six existing payrolls into two payrolls and standardizing leave and attendance reporting to an hourly basis for all employees. (JBM)

ED 234 535 EC 160 402

Whitworth, Randolph H.
Differences between Anglo- and Mexican-American Students Classified as Learning Disabilities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Handicap Identification; *Learning Disabilities; Males; *Mexican Americans; Standardized Tests; *Student Evaluation; *Test Bias; Young Adults

One hundred and sixty male high school students, half of them Mexican-American and half Anglo, were administered the Wechsler Adult Intelligence Scale (WAIS), Wide Range Achievement Test (WRAT), and Bender Gestalt. Half of each ethnic group was classified by the public schools as learning disabled and half were in regular classes. The WAIS Verbal, Performance, and Full Scale IQs, all WAIS subtests, Reading, Spelling, and Arithmetic WRAT scores, and Bender errors were analyzed by 19 two-way analyses of variance, with ethnicity and learning disability as the two main effects. Significant differences between ethnic groups were found, with Mexican-Americans scoring significantly lower on Verbal and Full Scale IQ, all Verbal subtests, and WRAT subtests. Few differences in performance IQ or performance subtests were noted. Findings suggested the need for reconsidering the criteria for learning disability classification, including the use of neuropsychological assessment. (Author/CL)

ED 234 553 EC 160 420

Bicchieri, Marco G.

Introducing Anthropology to Everyone. Alternative Techniques for Teaching General Anthropology to Learning Disabled Students in the University.

Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Anthropology; *College Students; Course Content; Higher Education; *Learning Disabilities; *Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

An anthropology professor describes the instructional approach used as part of the HELDS (Higher Education for Learning Disabled Students) project. A syllabus for General Anthropology is presented that outlines course composition (mechanics, content, materials) and grading procedures. A sample unit on living primates illustrates the teaching approaches which, it is explained, are intended to enhance all students' learning. Notes on preparation, materials, the class environment, and course development are followed by a discussion of testing mechanics and grading. Appended material includes notes for lessons and a sample quiz. (CL)

ED 234 147 CE 036 718

Chauhan, Malikhan S.
Farmers' Functional Literacy Program in India.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Farmer Education; *Adult Literacy; *Agricultural Production; *Developing Nations; Economic Development; Farmers; Foreign Countries; *Functional Literacy; Program Descriptions
IDENTIFIERS- Farmers Functional Literacy Project; *India

The Farmers' Functional Literacy Program has been conducted in conjunction with an intensive agricultural development program in the villages of India since 1968. A recent innovation of significance to developing countries, the program incorporates the concept of linking education to development. This joint venture of three governmental ministries is financed by UNDP/FAO/UNESCO. The Ministry of Agriculture provides the farmers with training and field demonstration facilities; the Ministry of Education provides functional literacy training; and the Ministry of Information and Broadcasting relays special types of farm broadcasts for the benefit of participant farmers. This curriculum of language and numerical skills in the functional literacy program is related to practical agricultural production. Instructions are given in 11 local languages. From 1968 to 1975, the program benefited more than 300,000 adult farmers in 107 districts. Part-time instructors have used a combination of the synthetic and analytical methods of teaching. The program has been significant in these ways: greater farmer response due to immediate use value; the higher the achievements in literacy, the greater the knowledge, awareness, and adoption of modern agricultural practices; and a minimal drop-out rate. (YLB)

ED 234 350 CS 007 266

Chakava, Henry
Books and Reading in Kenya. Studies on Books and Reading No. 13.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Authors; *Books; Cultural Influences; *Developing Nations; Economic Factors; Literacy; Problems; *Production Techniques; Professional Training; *Publishing Industry; *Reading Habits; Reading Improvement
IDENTIFIERS- *Kenya

Intended for use by those interested in promoting books and reading in the world, this report describes the state of books and reading in Kenya. Following a brief description of Kenya, major sections of the report deal with authorship, publishing, physical production, distribution, reading habits, professional training, and legal and institutional considerations. Specific topics discussed in these sections include (1) language policies; (2) encouragements to authors; (3) types of publishers and books; (4) economic factors; (5) printing facilities and equipment; (6) major distribution outlets; (7) literacy constraints, including historical, cultural, and economic factors; (8) professional training opportunities for authors, librarians, publishers, translators, booksellers, and printers; and (9) the legal and institutional aspects of book production. (FL)

ED 234 366 CS 007 302

Wiesendanger, Katherine D.
Parent-Teacher Communication: Practical Suggestions on How to Effectively Begin the Process.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication Skills; Elementary Education; Interpersonal Communication; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Reading Instruction; Reading Programs; *Reading Teachers

Because parents of upper elementary school students are less likely to attend school conferences, reading teachers at this level must find unique ways to communicate with the home. Techniques for improving communication include the following: (1) holding workshops at the start of the school year to explain classroom goals and procedures, (2) presenting student skits or plays during parent-school meetings to improve attendance, (3) writing short letters suggesting how parents can stimulate skills developed in the classroom, (4) assigning student letters telling parents what they are doing in school, (5) extending specific invitations to parents to visit the school, (6) sending "happy grams" telling parents when their child has done something special, (7) telephoning rather than writing parents about a serious problem, and (8) extending invitations to parents to observe classes at specific times of the year. (MM)

ED 234 413 CS 207 855

Harste, Jerome C.; And Others
The Young Child as Writer-Reader, and Informant. Final Report.
Indiana Univ., Bloomington. Dept. of Language Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- NIE-G-80-0121
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Development; *Child Language; Educational Theories; Integrated Activities; Language Research; *Learning Theories; *Linguistic Theory; Preschool Education; Primary Education; Reading Instruction; Reading Skills; *Sociolinguistics; Spelling; Writing Instruction; *Writing Research; Writing Skills; *Written Language
IDENTIFIERS- *Reading Writing Relationship

The second of a two-volume report, this document focuses on the study of written language growth and development among 3-, 4-, 5-, and 6-year-old children. The first section of the report introduces the program of research by examining its methodological and conceptual contexts. The second section provides illustrative and alternative looks at the young child as writer-reader and reader-writer, highlighting key transactions in literacy and literacy learning. The third section pulls together and identifies how the researchers' thinking about literacy and literacy learning changed as a result of their research and offers an evolving model of key processes involved in literacy learning. The fourth section comprises a series of papers dealing with the spelling process, children's writing development as seen in letters, rereading, and the role of literature in the language pool of children. The fifth section contains taxonomies developed for studying the surface texts created by children in the study. Extensive references are included, and an addendum includes examples of task sequence and researcher script, "sample characteristics" charts, and sample characteristics summary statements. (FL)

ED 234 429 CS 207 889

McQueen, David
Imaging as a Heuristic.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Creative Thinking; Creativity; Elementary Secondary
Education; Heuristics; Higher Education; *Imagination; *Prewriting;

Sensory Training; Teacher Role; Writing Apprehension; *Writing
Exercises; *Writing Instruction
IDENTIFIERS- *Imaging; *Invention (Rhetorical)

Imaging, or disciplined daydreaming, can be used in the composition class to expose students to their innate creativity, lessen writing anxiety, refresh memories before writing of personal experiences, and make impersonal subjects, such as historical events, vital and personal. Teachers can construct a classroom imaging session (which takes about 50 minutes, including 15 for writing) by (1) guiding students through progressive relaxation of their bodies; (2) introducing a predetermined locale and asking students questions about the locale that evoke visual, auditory, and olfactory images; (3) leading students on a "tour" through the locale; (4) instructing the students, if they are to be given control over their imaging, to return to every day awareness after they have fulfilled the purpose of the activity; and (5) having students write of their experiences. To insure a more effective imaging experience, teachers should have students sit in a circle, make their language as precise and clear as possible, introduce familiar locales in early imaging experiences, and deliver instructions in a rhythmic and relaxed voice. (MM)

ED 234 445 CS 504 324

Putnam, Linda L.
Creating Field Research in the Lab: Simulation as Communicating and Organizing.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Science Research; Case Studies; Communication (Thought Transfer); *Field Studies; *Laboratory Experiments; Models; *Research Design; Research Methodology; *Research Problems; Simulated Environment; *Simulation

Laboratory simulations combine the strengths of lab experiments and field studies while avoiding many of their liabilities. They permit the emotional involvement, the time needed for development of norms and interlocked systems of interaction, and the broad range of variables typical of field settings, yet allow for experimental controls and random sampling of subjects. Of the two basic kinds of simulations (experimental, controlled by the researcher; and free, shaped by participants' behavior), free simulations appear to reflect real experience more closely. To further enhance participants' involvement, organizational simulations can select a meaningful environment and provide an instructor's manual and set of procedures. While simulations have inherent limitations, notably their obvious artificiality, they remain a viable arena for both qualitative and quantitative research, particularly for work on evolutionary theories, social constructions of reality, and systems approaches. (MM)

ED 234 461 CS 504 402

Kemp, Alice Manion, Ed.
Conference in Rhetorical Criticism. Address of the Annual Conference and Commended Papers (16th, Hayward, California, April 24, 1981).
California State Univ., Hayward. Dept. of Speech and Drama.
PUB DATE- 24 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Fantasy; *Intellectual History; Language Processing; Literary Criticism; Mythology; Persuasive Discourse; *Philosophy; *Religion; *Rhetoric; *Rhetorical Criticism; Social Change; Social Structure; Speeches; *Television
IDENTIFIERS- Audience Awareness; Hegel (Georg Wilhelm Friedrich); Marx (Karl)

The two papers in this compilation were drawn from a conference designed to encourage scholars to continue the rhetorical tradition. The first paper, delivered by Todd Sorenson and Carrie Stopek, was the paper most highly commended by a panel of critics at the conference. The paper uses fantasy theme analysis, specifically the three fantasy theme myths of the Hero, the Fellowship, and the Sacrifice, to examine the so-called "electronic church," today's television ministry. The second paper, by Anthony Hillbruner, was the major address of the conference and presents a rhetorical analysis of Hegel's theory of dialectic. (FL)

ED 234 505 EA 016 092

Augenblick, John; McGuire, Kent
Tuition Tax Credits. Issuegram 19.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Bulletins; Educational Policy; Elementary Secondary Education; Federal Legislation; *Private Schools; *School Choice; *Tax Credits; *Tax Deductions; *Tuition

Approaches for using the federal income tax system to aid families of pupils attending private schools include: tax credits, tax deductions, tax deferrals, and education savings incentives. Tax credit structures can be made refundable and made sensitive to taxpayers' income levels, the level of education expenditures, and designated costs. Proponents claim tax credits would provide some choice to families in the selection of schools and, because of competition, improve the quality and efficiency of public schools. Opponents claim tax credits would help wealthy families more than low income families; could result in segregated private schools; and could cause public school systems to lose families with a high interest in education and gain a higher proportion of children with special needs. Policy decisions concerning tax credits include questions of cost, responses expected from families and institutions, distribution among families, and their constitutionality. (MLF)

ED 234 161 CE 036 814

Assess Student Performance: Skills. Second Edition. Module D-4 of
Category D--Instructional Evaluation. Professional Teacher Education
Module Series.

Ohio State Univ., Columbus. National Center for Research in

Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-139-6
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30502.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Evaluation Methods; Measurement Objectives; *Measurement Techniques; *Performance Tests; Postsecondary Education; *Psychomotor Skills; Secondary School Teachers; Skill Analysis; *Student Evaluation; *Teacher Education; Test Construction; Testing; *Vocational Education

This module, one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational education teachers, deals with assessing student performance of psychomotor skills. Included in the module are learning experiences that address the following topics: important considerations involved in selecting and administering evaluation devices for assessing student psychomotor performance, constructing a performance test to evaluate student achievement of a psychomotor performance objective, and assessing student performance of psychomotor skills in an actual teaching situation. Each learning experience contains one or more learning activities and a feedback activity. (MN)

ED 234 189 CE 036 899

Holder, Doyle
Instructor-Coordinator's Handbook for Post-Secondary Distribution and Marketing Programs.
North Texas State Univ., Denton. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 81
CONTRACT- TEA-11230050
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; Business Administration; Community Colleges; Curriculum Development; *Distributive Education; Educational Planning; Guidelines; Internship Programs; *Managerial Occupations; *Marketing; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; Public Relations; Recordkeeping; Statewide Planning; Student Organizations; Student Recruitment; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Middle Management; Texas

This handbook is designed to help Texas junior/community college administrators and instructor-coordinators of marketing and distributive education to plan, implement, operate, and expand mid-management programs. The handbook contains five sections. Following the introductory first section that reviews the purpose, history, philosophy, and benefits of mid-management education, the second section provides the Texas Education Agency guidelines for mid-management educational programs. Topics covered include application, program requirements, approval, contract hours, reporting, review, evaluation, records, personnel, internships, and travel. In the third section, the handbook presents suggestions for planning and developing programs, including local planning, program developing, Texas Education Agency approval, and student and professional organizations. The fourth section contains information on developing curriculum and methods of teaching the courses, while the final section outlines how to operate and manage a mid-management instructional program. Topics covered in this section are selecting and developing training stations, methods of recruitment, selection and placement, internship, recordkeeping, budgets, public relations, advisory councils, and program evaluation. Appendixes to the handbook include bibliographies of textbooks and of films, a glossary, and a directory of Texas mid-management instructor-coordinators for 1980-81. (KC)

Rogers, Sandra K.; Dahlberg, Maurine F.
Complete Statistical Survey Results of 1982 Texas Competency Validation Project.
Central Texas Coll., Killeen.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational

Education and Technology.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Auto Mechanics; Diesel Engines; Educational Research; Industrial Arts; *Job Analysis; *Job Skills; *Office Occupations; Office Occupations Education; Postsecondary Education; *Printing; Secondary Education; State Surveys; Surveys; Trade and Industrial Education; Validity; *Welding
IDENTIFIERS- *Competency Validation (Occupations); Texas

This report documents a project to develop current statewide validated competencies for auto mechanics, diesel mechanics, welding, office occupations, and printing. Section 1 describes the four steps used in the current competency validation project and provides a standardized process for conducting future studies at the local or statewide level. The validated competency lists and the performance objectives and assessments that were developed by the project team are discussed in section 2. Results of the study are divided into the five vocational areas of auto mechanics, diesel mechanics, office occupations, welding, and printshop trades. For each area this information is provided: survey procedures, data analysis and reduction, major results and conclusions, additional results, specific products produced, regional trends, and summary of results. The summary includes the Texas Statewide Validated Competency List, a table of survey questions, performance objectives and assessments keyed to survey questions, and results of a geographic analysis. (YLB)

Matching Yourself to Suitable Occupations. Cooperative Occupational Education, Unit 6. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Choice; *Career Education; *Career Planning; Competency Based Education; *Cooperative Education; Curriculum Guides; *Individual Characteristics; Instructional Materials; Learning Activities; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to stimulate students' thinking about setting realistic career goals. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), and assignment sheets for each information topic. This unit provides material on one information topic: matching oneself to an occupation. (YLB)

ED 234 259 CE 037 035

Your Community and You. Cooperative Occupational Education, Unit 20. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Development; Citizen Participation; Citizenship; *Citizenship Education; *Citizenship Responsibility; *Community Resources; *Cooperative Education; Employment Potential; Job Skills; Job Training; Learning Activities; Learning Modules; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop students' awareness of community resources as well as their civic responsibilities to the community. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

ED 234 303 CG 016 897

Avery, Donna M.
Critical Events Shaping the Hispanic Woman's Identity.

Chicago State Univ., IL. Center for Woman's Identity Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Biculturalism; Counselor Role; Cultural Differences; Educational Background; Employment Level; *Females; Goal Orientation; *Hispanic Americans; *Individual Development; *Interpersonal Relationship; Self Actualization; Self Concept; Socioeconomic Status
IDENTIFIERS- *Identity Formation; *Life Events

The past decade has seen a surge in both popular and scholarly work on the issues that affect women's lives. To discover events perceived to have been turning points in the identity formation of Hispanic women, 25 Mexican-American women and 25 Puerto Rican women living in Chicago were interviewed by two female Hispanic interviewers. In addition to demographic information, subjects were asked what events or turning points in their lives made a difference in their feelings and understanding about themselves. A total of 189 events were obtained, with most women mentioning about 5. Two Hispanic women were trained to code the responses into five general categories: (1) relational; (2) work related; (3) educational; (4) personal; and (5) health related. Results showed events involving relationships (marriage, divorce, motherhood) comprised the largest single category of critical events. However, over half the reported critical events involved events other than relational. Results were also compared with those of an earlier study using a sample of black and white women. Overall results point to shared experiences shaping the identities of women regardless of cultural differences. Interview data from the Hispanic study suggest that no single event was critical in shaping the lives of all the Hispanic women. The women saw themselves not only as bicultural but in multi-roles as well. The appendices contain demographic characteristics of the sample, a summary of categories of perceived critical events, and references. (JAC)

ED 234 319 CG 016 913

Cordova, Jacobo; Jacobs, Keith W.
A Cross-Cultural Comparison of Psychological Differences between College Students and Drug Addicts in New Orleans and San Juan.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; Comparative Analysis; *Cultural Differences; Drug Abuse; *Drug Addiction; Higher Education; *Personality Traits

Research arguing the validity of the construct of the addictive personality has been criticized for methodology and because it has often been based on a narrow group of personality dimensions. To identify personality differences between drug addicts and college students from two different cultures, four groups of subjects, aged 17-25, were tested. The groups were representative of the following four areas: college students from New Orleans, college students from San Juan, drug addicts from New Orleans, and drug addicts from San Juan. Psychological differences were measured by the Eysenck Personality Inventory and the Adjective Check List. Demographic information was collected by the use of a locally constructed questionnaire. All instruments were administered in either an English or Spanish version. Separate 2X2 analyses of variance were used for each variable studied. Significant differences were identified between populations (drug addicts and college students) on seven variables; significant differences were identified between cities (New Orleans and San Juan) on eight variables. The finding of ten significant interactions between populations and cities makes it difficult to summarize these findings. It is clear, however, that cultural differences (differences between cities) are less common than are population differences or interactions between populations and cities. (Author)

ED 234 334 CG 016 929

Rackliffe, Gary; Pearson, Nancy

Moving? A Relocation Guide.

Delta-Schoolcraft Intermediate School District, Escanaba, MI.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE- Oct 82

AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Adjustment (to Environment); Adolescent Development; Budgeting; Guidelines; *High School Graduates; High Schools; *Information Sources; Interpersonal Relationship; Life Style; Personal Autonomy; Place of Residence; *Planning; *Relocation

This guide answers questions for high school graduates moving away from home for the first time. The question and answer format begins with reasons for moving and offers ways of finding information about a new town before leaving, meeting people, and fighting homesickness and indecision. Practical advice is presented on money management and budgeting and a budget worksheet is provided. Other topics include finding a place to live, transportation, adjusting to a new home town, and finding a bank. Additional advice covers travelling to a new town safely. A planning check list and calendar are included. (JAC)

ED 234 398   CS 207 791

Selfe, Cynthia L.; Wahlstrom, Billie J.
The Benevolent Beast: Computer-Assisted Instruction for the Teaching of Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; Creative Writing; English Instruction; Higher Education; *Individualized Instruction; Literary Criticism; Program Descriptions; Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- Freshman Composition

Michigan Technological University is designing a series of computer modules for supplementary, process-based writing instruction. The Wordsworth II program will lighten the workload of composition instructors by involving students in an individualized writing program outside the regular classroom. It is a sophisticated and interactive program that, unlike most commercial software for composition, addresses all parts of the composing process, from initial planning of topic through the final polishing. Each of the modules focuses on one of eight writing assignments commonly given in composition courses: description, narration, personal writing, classification, evaluation, persuasion, literary analysis, and creative writing. The planning program of each module, after reviewing for students the major lecture points associated with the assignment, will involve them in prewriting strategies such as brainstorming or inventing topics, focusing through freewriting, and constructing audience profiles. The polishing program focuses on early, middle, and later drafts, including proofreading. The program also reacts to students' responses, reminding them of previous answers, and evaluating responses. The modules are written in a lively, engaging style, and avoid computer or composition jargon and complicated file manipulation in order to encourage neophyte as well as experienced computer users. Developers of the Wordsworth programs believe it points the direction of computer-assisted instruction in the composition classroom, and students have indicated that they have found the prototype very useful in their writing efforts. (HTH)

ED 234 536 EC 160 403

Gilbert, Michael B.

An Enrichment Program for Migrant Students: MENTE/UOP.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Enrichment; *Gifted; High Schools; *Migrant Youth; Program Descriptions; Self Concept; *Summer Programs; *Talent

The report describes the objectives and accomplishments of a summer enrichment program, Migrantes Envueltos en Nuevos Temas de Educacion/Migrants Engaged in New Themes in Education (MENTE), for promising and talented migrant high schoolers. The program is a cooperative one with a university. Students selected by a review committee are tested for reading efficiency, writing ability, English facility, mathematics achievement, and self concept. Program offerings focus on language arts, quantitative skills, theatre arts, fine arts, physical development, personal development, and recreation. Other program features include parent involvement, field trips, and student representatives in decision making. Evaluative data include information on interrelationships among math and reading achievement and self concept. Also addressed are the program's personnel roles and staff needs and the role of the university. Recommendations are offered concerning future program operations. Appended material includes admissions evaluation sheets and a summary of student regulations and disciplinary procedures. (CL)

ED 234 382 CS 207 556

Brown, Kathleen K., Comp.; Quinn, Lynne, Ed.
Write It. Footnotes from Your Library Media Center. First Revised Edition.
Cherry Creek School District 5, Englewood, Colo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Instructional Materials; Library Skills; *Research Skills; Secondary Education; *Student Research; Study Guides; *Writing (Composition)
IDENTIFIERS- PF Project; *Term Papers

Guidelines for writing a research paper or a term paper are presented in this booklet. The following steps in the research process are outlined: (1) gathering information (search strategy); (2) preparing bibliography cards; (3) preparing note cards; (4) writing the paper (including preparing an outline, writing a rough draft, and revising the draft); (5) preparing footnotes; and (6) completing the paper. Also included are a term paper checklist and a seven item bibliography. (EM)

ED 234 477 EA 015 931

Anderson, Linda M.; Prawat, Richard S.
Highlights from Research on Teaching Self-Control.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Apr 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Literature Reviews; Personal Autonomy; Problem Solving; *Self Control; Student Behavior; *Student Responsibility
IDENTIFIERS- PF Project; *Self Regulation

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Adults can help students become more responsible by teaching them new ways of thinking about self-control. The research summarized here suggests that: If students do not feel a sense of control over the outcomes of their actions, they will not exert much effort or assume much responsibility for what they do. It is not enough for students to simply believe they can exert control, however. They must also have the right skills--such as talking themselves through a task, monitoring their own behavior, and learning problem-solving routines. When students attribute their success (or failure) on a particular task to the amount of personal effort they put into the task, they are more likely to try harder in similar situations in the future. Children who believe their own incompetence--rather than effort--is the cause of social rejection have a hard time coping with that rejection. Many students can be taught to attribute their success or failure at a task to effort, instead of to luck, ability, or the difficulty of the task. Very young children, however, cannot distinguish between effort and ability. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research synthesis, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

ED 234 217 CE 036 962

Hubbs, Marguerite; Erickson, Richard C.
Survey of Entry-Level Skills Training by Selected Missouri Manufacturers. Final Report.
Missouri Univ., Columbia.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 15 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; Career Education; Decision Making; Electronic Equipment; *Electronics Industry; Employer Attitudes; *Entry Workers; *Industrial Training; *Job Skills; *Job Training; Manufacturing; Surveys
IDENTIFIERS- Employer Surveys; Missouri

Missouri manufacturers of electrical and electronic equipment and related products were surveyed to identify entry-level skills training decision factors and the extent of entry-level skills training by the manufacturers. Two instruments were constructed for use in the study. The Training Decision Inventory was used to assess the influence of specified issues on manufacturers' decisions to offer training; the Survey of Entry-Level Skills Training was used to ascertain the nature and extent of entry-level skills training. Results indicated that issues related to employee motivation/affirmative action, technology/productivity, and education preparation affected manufacturers' decisions to offer entry-level skills training. Cost benefit, expenditures for training, and labor market issues had equivalent influence on the decision-making process with respect to whether or not firms offer training. Data on the nature and extent of existing skills training were inadequate in number to allow the drawing of generalized conclusions. Implications for vocational educators from study findings focused on awareness of why employers provide training and on the decision-making process. Topics for further investigation were suggested. (Appendixes, amounting to over one-half of the report, include data collection procedures, references, the instruments, and eight data tables.) (YLB)

ED 234 231 CE 036 992

Fornelli, Linda K.; Bartel, Myrna J.
Kansas Adult Care Home Aide Curriculum. Revised.
Kansas State Dept. of Health and Environment, Topeka.
REPORT NO.- Bull-OHF-83-1
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Programs; Aging (Individuals); *Allied Health Occupations Education; Annotated Bibliographies; Behavioral Objectives; Classroom Techniques; Communication Skills; Fire Protection; First Aid; Guidelines; *Health Services; Instructional Materials; Job Skills; Lesson Plans; Medical Services; *Nurses Aides; *Nursing Homes; Nutrition; *Older Adults; Postsecondary Education; Recordkeeping; *Residential Care; Safety; Secondary Education; State Curriculum Guides

This curriculum guide is designed for use by instructors whose responsibility it is to prepare persons to provide basic direct care for residents living in adult care homes. Addressed in the individual units of part I (which contains information to be covered in the first 10 hours of training) are the following topics: working in an adult care home; stereotypes and facts about aging; basic communication skills; communicating with the confused resident; principles of body mechanics: lifting and moving the resident; using restraints, wheelchairs, geriatric chairs, and lifts; infection prevention and control; maintaining the resident's unit; safety; cleanliness and grooming; assisting the resident with food and fluids; and elimination. A skills checklist ends this segment. Part II (containing information to be covered in the remaining 50 hours of instruction) addresses working in an adult care home; basic emotional needs; possible losses due to aging; caring for the confused or withdrawn resident; sexuality in aging; caring for the dying resident; physical changes accompanying aging; complications of immobility and their prevention; applying heat and cold; sleep

and rest; nutrition and fluid needs; urinary elimination; bowel elimination; observing and measuring vital signs; isolation; observing, reporting, and recording; the resident's care plan; admitting and discharging the resident; first aid in the adult care home; fire prevention and safety; and tornado preparedness. Each unit contains learner objectives, a content outline, and teaching aids and guidelines. (MN)

ED 234 273 CE 037 099

Vocational and Technical Education Programs. Oversight Hearing on Vocational, Technical/Professional, Alternative Education, and Career Development in the District of Columbia before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia, House of Representatives, Ninety-Seventh Congress, Second Session. Serial No. 97-12.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE- 25 Mar 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Budgets; Cooperative Programs; Curriculum Development; Demand Occupations; *Educational Finance; *Educational Needs; Educational Trends; Education Work Relationship; Employment Projections; *Futures (of Society); *Hearings; Program Development; School Business Relationship; School Funds; Secondary Education; Technical Education; *Vocational Education

IDENTIFIERS- *Congress 97th; *District of Columbia Public Schools

This document contains proceedings of a Congressional hearing that examined the status of vocational and technical education in the District of Columbia. The hearing also covered what new plans and programs are being proposed and implemented in the District of Columbia school system in order to keep pace with changes in an increasingly technologically oriented society. Testimony and prepared statements were given by faculty members of the University of the District of Columbia, the District of Columbia Board of Education, the Superintendent of D.C. Public Schools and various school executives, an assistant to the mayor of Washington, D.C., and representatives of the Washington Teachers Union (AFL-CIO). Labor market projections prepared from Bureau of Labor statistics for occupational demand through 1990 also are included. In their reports, the educators described the inadequacies of the technical education program at present, with inadequate funding and further federal budget cuts being made, and predicted the effects that would be felt from further cuts in funding. They also described several innovative approaches that they are planning, such as cooperative

programs with business and industry to train students in particular fields in which demand will be high and programs for college students to tutor inner-city youth. (KC)

ED 234 367 CS 007 304

Bell, Martha J., Ed.; And Others
College Reading: Responses to the CUNY Reading Seminars. A Special Issue of Resource.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTIONS- College Students; Compensatory Education; Course Content; Critical Thinking; *Curriculum Development; *Educational Theories; Higher Education; Linguistics; Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Programs; *Reading Research; Reading Tests; Remedial Reading; *Research Utilization; Thematic Approach

The articles in this collection address basic questions about college reading theory, curriculum, and assessment. Major article titles and authors are as follows: (1) "Reading Achievement," by Anthony R. Petrosky; (2) "Excerpt from 'A Proposal for Reading Stages'," by Jeanne S. Chall; (3) "Finding a Sense of Wonder in Language and Literacy," by Roger W. Shuy; (4) "On Roger Shuy, Linguistics, and College Reading," by Martha J. Bell; (5) "Reading: Theory and Practice at CUNY," by Phyllis Cash; (6) "The Case for Themes in a College Reading Course," by Ira Epstein and Ernest Nieratka; (7) "My Response," by Morton L. Fuhr; (8) "Study Psych! A Series of Learning Skills Workshops for Students in an Introductory Psychology Course," by Beth Pacheco; (9) "Critical Thinking: How I Found the Missing Link," by Frank E. Brown; and (10) "What Does the Test Test?" by Ellen Block. (FL)

ED 234 462 CS 504 403

Ianniello, Raphaella, Ed.; Kemp, Alice, Ed.
Conference in Rhetorical Criticism. Address of the Annual Conference and Commended Papers (15th, Hayward, California, May 9, 1980).
California State Univ., Hayward. Dept. of Speech and Drama.
PUB DATE- 9 May 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audiences; *Discourse Analysis; *Educational Theories; *Intellectual History; Persuasive Discourse; *Rhetoric; *Rhetorical Criticism; Speeches
IDENTIFIERS- Burke (Edmund); Perelman (Chaim); Renaissance

The two papers presented in this compilation were drawn from a conference designed to encourage scholars to continue the rhetorical tradition. The first paper, presented by Dominic A. LaRusso, was the opening address of the conference and discusses the rhetorical tradition of the Renaissance. The second paper, by Phillip Marshall, was the paper most highly commended by a panel of critics at the conference and applies Chaim Perelman's concept of the universal audience to Edmund Burke's speech to the electors of Bristol in 1780. (FL)

ED 234 491 EA 016 078

Darling-Hammond, Linda; Marks, Ellen L.
The New Federalism in Education: State Responses to the 1981 Education Consolidation and Improvement Act.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-8330-0491-3; RAND/R-3008-ED
PUB DATE- Feb 83
CONTRACT- 300-79-0522
AVAILABLE FROM- Publications, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Advisory Committees; Decision Making; Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; *Federal Regulation; Federal State Relationship; Finance Reform; Financial Problems; Governing Boards; *Program Administration; Program Improvement; School Budget Elections; School Funds; School Taxes; State Agencies; State Departments of Education; *State Federal Aid; State Government; State Legislation
IDENTIFIERS- Department of Education; Education Consolidation and Improvement Act 1981; New Federalism

The Education Consolidation and Improvement Act (ECIA) of 1981 is intended to provide opportunities for states and local governments to have more control of their educational programs and to deregulate the administration of federal programs. Introduced at a time when state funding and revenue systems are in flux and severely depleted, it presents states with many unanswered questions. ECIA funds are intended for working on school improvement programs, but lowered funding means officials' attention will be directed toward maintenance of existing programs. Decision-making relationships are left unclear by the ECIA, and compliance standards are uncertain. Chapter 1 of the ECIA will reduce educational services in nearly all school systems, and chapter 2 will do the same in at least the major cities. State education officials are concerned about the lack of direction provided by the United States Department of Education with respect to acceptable practices to be used in administering the ECIA. The amount of deregulation resulting from the ECIA is minimal; in some cases centralized decision-making is increased by the ECIA's policy of nonspecificity. State officials are keenly aware of the ambiguities in chapter 3, which extends responsibility to the states at the same time that it withholds controls. Further research on the effects of the ECIA should focus on administrative and programmatic changes that occur after implementation. (MD)

ED 234 521 EA 016 109

Murphy, Carol
Effective Principals: Knowledge, Talent, Spirit of Inquiry.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; Instructional Development; *Interviews; Leadership Qualities; Models; *Principals; Profiles; *School Administration; *School Effectiveness

To explore the principal's role as instructional leader in school improvement strategies, this research brief focuses on characteristics of effective schools, a profile of effective principals, and a discussion with Dr. Steven Bossert, Associate Laboratory Director for Research and Development at Far West Laboratory in San Francisco, California, about an organizing framework for examining the instructional management role. Limitations on the inquiry include effective school researchers' inability to determine cause and effect relationships with certainty and the difficulty of identifying exactly the combination of factors that make up effective schools. Effective school characteristics identified involve instructional management factors (such as time on task, class size, curriculum content, and evaluation of student performance) and school climate factors (such as discipline, safety, staff development, and parent participation). A profile of an effective principal emerges from a consideration of his or her role in four areas: goals and production emphasis, power and decision-making, organization/coordination, and human relations. Dr. Bossert answers questions about the principal's role in an effective school, procedures to enhance creative instructional management practices, and general characteristics of effective principals. A table outlines the four areas of principal leadership; two figures provide a framework for examining instructional management and an instructional management model. (PB)

ED 234 554 EC 160 421

Sessions, Frank Q.
Learning Disabled Students in the Behavioral and Social Sciences. Alternative Techniques for Teaching the Sociology of Leisure to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Course Content; Higher Education; *Learning Disabilities; *Leisure Time; *Sociology; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A college professor involved with the HELDS (Higher Education for Learning Disabled Students) project discusses ways in which he modified his course on the sociology of leisure for LD students. Following a review of LD characteristics is a discussion on identifying LD in students. Teaching strategies are discussed (including use of tape recordings, flexibility in testing, use of a course syllabus, and provision of instruction through a variety of modalities). Final comments address his reactions to the HELDS project and the benefits he attributes to it. Among appendixes are a list of teaching tips and a course syllabus. (CL)

ED 234 148 CE 036 720

Brown, Linz C.; Sullivan, Mary Jane

Institutional Strategies for Providing Innovation to the Learning Community.

PUB DATE- 14 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Colleges; *Continuing Education; *Educational Innovation; *Educational Needs; Educational Planning; Higher Education; *Institutional Role; Leadership; *Technological Advancement; Universities

Institutions of higher education must develop a strategy and capacity for self-renewal through innovation. Strong leadership is required to respond to off-campus constituent needs without loss of power. Awareness of problems associated with innovation is essential. Such problems are the failure to anticipate failure, assumption that innovation would flow naturally if artificial barriers were removed, unanticipated opposition to innovation, the specialized role of the innovator, and the imitative quality of much of the innovation in higher education. The continuing education professional has the responsibility to choose the appropriate innovation. Technology's high rate of impact and diffuseness in contemporary society will continue to generate the need for continuing education throughout the industrial and governmental sectors. The major innovative approaches to continuing education will require much institutional planning and additional costs. Possible financing approaches are contracts, mass marketing, consortiums, grants, gifts, delivery charges, fees, and exchange agreements. Some strategies to assist the continuing educator/innovator to achieve institutional support and guarantee successful implementation include creating a climate for implementation, weighing costs, watching the timing, building credibility, addressing one's strengths, testing and evaluating, building on existing foundations, being productive, remembering institutional purpose and mission, and maintaining quality. (YLB)

ED 234 176 CE 036 867

Harlow, James D.
Innovative Community-Based Career Exploration for Disadvantaged Youth. Final Report.
Capitol Publications, Inc., Arlington, VA.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; *Career Education; Community Education; Cooperative Programs; Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; Disadvantaged Youth; *Group Homes; Institutional Cooperation; Program Effectiveness; *Program Implementation; *Self Actualization; Self Concept; Self Concept Measures; Self Evaluation (Individuals); Social Psychology; Two Year Colleges; Youth Problems
IDENTIFIERS- Cedar Valley College TX; Dallas County Boys Home TX

A self actualization and career education project was conducted by Cedar Valley College, one of the colleges in the Dallas County Community College District (Texas), for residents of the Dallas County Boys' Home. An instructor from the college's counseling center conducted programs on both campuses, and in addition to this linkage, the project director made numerous visits to the Boys' Home to maintain working relationships with the administrative staff. The basis for the development of the program was the model of the social reality of crime developed by Richard Quinney. An intervention strategy was developed to change the predelinquent and delinquent youths' self-concepts and ideas about careers to positive and prosocial attitudes, in order that they would manifest these behaviors instead of the behaviors common to criminals. Throughout the initial phase of the course, group activities designed to increase self-awareness and interpersonal skills were used. The second phase of the course aimed to impart career information. Outcomes of the project were difficult to measure because of changes in personnel at the Boys' Home and in the college and because so few boys participated in the entire program from September to May. Various sociometric techniques were used for pre- and posttests, and the Career Education Measurement Series was used to test knowledge and information about careers. Problems with administration of all these instruments, however, prevented the drawing of any definite conclusions about the effectiveness of the program. Recommendations were made for dealing with personnel and administrative changes and for choosing and administering evaluation instruments to enhance the evaluation of such projects. (KC)

ED 234 289 CG 016 883

Federal Strategy for Prevention of Drug Abuse and Drug Trafficking, 1982. Prepared for the President Pursuant to the Drug Abuse Office and Treatment Act of 1972.

Office of Policy Development, Washington, DC.

PUB DATE- 82
AVAILABLE FROM- U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Policy; Armed Forces; *Drug Abuse; Drug Education; Drug Use; *Federal Legislation; *Federal Programs; Foreign Policy; *Illegal Drug Use; *Law Enforcement; *Prevention; Program Descriptions; Public Policy

This document describes the Federal response to drug abuse and drug trafficking. The actions of President Reagan, in Executive Order 12368, establishing an official advisor on drug abuse policy matters, and the priorities, issues, and objectives (international cooperation, drug law enforcement, education and prevention, detoxification and treatment, and research) of the Administration's overall effort, are reviewed in an initial section. Each of the five major elements of the 1982 strategy is explored in detail in the following chapters. "Drug Abuse in the United States" presents information on the use of marijuana, cocaine, heroin, and other drugs such as sedatives/depressants, stimulants, hallucinogens, inhalants, and alcohol. The program for international cooperation is detailed in the next chapter, including foreign policy initiatives, crop control, development and enforcement assistance, regional strategies, and the roles and functions of international organizations. The section on drug law enforcement deals with border operations, domestic enforcement, intelligence, and prescription drugs. Education and prevention strategies highlighted include efforts of state and federal agencies, and programs sponsored by private business. The chapter on detoxification and treatment highlights financing, general health care, and private sector efforts. Research initiatives are also outlined. A special section on drug and alcohol abuse in the Armed Forces is included. The appendices contain the text of Executive Order 12368, a listing of federal departments and agencies with drug abuse program responsibilities, and a budget summary. (MCF)

ED 234 351 CS 007 276

Rasinski, Timothy V.
Using Jackdaws to Build Background and Interest for Reading.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Books; *Childrens Literature; *Classroom Techniques; Elementary Education; Enrichment; Instructional Materials; *Literature Appreciation; *Motivation Techniques; Prior Learning; Reading Comprehension; *Reading Instruction; *Reading Interests; Resource Materials
IDENTIFIERS- *Jackdaws

Jackdaws are collections of interesting artifacts that provide information about a particular subject, period, or idea, and build background and interest in works of literature for children. Jackdaws are easy to construct: practically anything that is related in some fairly direct way to a piece of literature and that can aid a student's comprehension or interest in a book is eligible, including photographs, recordings, movies, period songs or music, news articles, time lines and maps, biographical sketches of authors, and lists of related books. The teacher can introduce jackdaw items either as a prelude or as a conclusion to a book, or even at appropriate points in the the story. They can also be placed in a reading corner for independent exploration. As students become familiar with jackdaws, they can be asked to add to existing ones or to construct ones of their own, an excellent extension activity following the completion of a story or book. Students can then share their jackdaws with the class or in small groups. Preservice teachers who have used jackdaws in their classroom training report that the collections helped involve bored students, increased understanding, and made classroom discussions more vital. Jackdaws also seemed to attract students to books, a primary goal of reading instruction. (HTH)

ED 234 383 CS 207 619

Cunneen, Sally
Learning to Tell Our Stories.
PUB DATE- 19 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Students; Continuing Education; Discovery Learning; English Instruction; Higher Education; *Human Relations; Interdisciplinary Approach; Literary Criticism; *Literature Appreciation; *Relevance (Education); *Self Actualization; *Seminars; Teaching Methods; Units of Study; Writing Exercises; *Writing Instruction
IDENTIFIERS- Theory Practice Relationship

In an interdisciplinary curriculum for adults, four seminars were created that presented literature as reading, encouraged writing, and met the adult concern for relevance and shared learning. The four seminars focused on basic human concerns and relationships in a sequential ladder moving from individual to interpersonal to social and intellectual contexts: "Being Mature," "People in Families," "The Working Exerience," and "Human Freedom." In each course students were asked to prepare one oral report and at least four short papers. The first written assignment asked students to respond in a personal way to the literature they had read; the second assignment asked them to use a theory or insight from another kind of writing to re-explore the imaginative works; the third assignment was an application of the theoretical writing to the student's life; and the fourth assignment was creative, often stimulated by a metaphor, and incorporating personal discoveries made during the seminar. By building writing into the process of self-discovery, teachers help students take responsibility for their written as well as their behavioral decisions. Appendixes include a brief annotated bibliography and a paper on the relationship of second sight courses to recent writing theory and research. (HOD)

ED 234 430 CS 207 894

Graves, Donald H.
Writing: Teachers and Children at Work.
REPORT NO.- ISBN-0-435-08203-5
PUB DATE- 83
AVAILABLE FROM- Heinemann Educational Books, 4 Front St., Exeter, NH 03833 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Conferences; Content Area Writing; Elementary Education; Student Motivation; Student Needs; *Student Teacher Relationship; Teacher Improvement; *Teacher Role; Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

Intended to assist classroom teachers with promoting and improving children's writing, this book allows teachers to see other professionals and children solve problems that arise in the midst of both teaching and writing. In one sense it is a collection of workshops with the first part of the book emphasizing teacher activity and the second part emphasizing child growth in the writing process. The five sections cover the following topics: (1) starting to teach writing, (2) making the student-teacher writing conference work, (3) helping children learn the skills they need, (4) understanding how children develop as writers, and (5) documenting children's writing development. (HTH)

ED 234 446 CS 504 326

Blood, R. Warwick; Galloway, John J.
Expectancy-Value Measures of Audience Uses and Gratifications for Media Content.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Attitude Measures; Audience Analysis; *Audiences; Grade 7; Junior High Schools; Males; *Mass Media Effects; Models; *Need Gratification; Television; *Television Research; *Television Viewing; *Values

To test whether the number of times viewers watch a television program correlates positively with (1) original expectancy-value measures (EV)--expectations of pleasant outcomes--or (2) changes in EV measures of gratifications, 117 Australian boys in grade 7 were interviewed and given a questionnaire on their responses to specific television programs. In the questionnaire, respondents were asked to rate the degree they expected to laugh, relax, be thrilled, learn things, forget problems, see people they liked, see justice done, or view things they could later talk about when they watched a television program. They were then asked to rate the attractiveness of these outcomes. Results indicated a positive relationship between EV measures of gratifications from television programs and the tendency to watch those programs at a later time. More specifically, findings showed that mean EV ratings obtained from an early viewing increased with subsequent viewings of the program and that changes in EV ratings after viewing a program were positively associated with later viewing behavior. In addition, viewing interest was more likely to be maintained if gratifications were both highly expected and highly valued. (MM)

ED 234 506 EA 016 093

Palaich, Bob

State Policies to Screen and Attract Teachers. Issuegram 23.

Education Commission of the States, Denver, Colo.

PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; Elementary Secondary Education; Enrollment Projections; *Incentives; *Merit Pay; *State Action; State School District Relationship; Teacher Effectiveness; *Teacher Persistence; *Teacher Recruitment; *Teacher Selection; Teacher Shortage

Most states have already implemented policies to recruit, select, and retain better teachers. The majority of these policies raise standards for entry or recertification. Another approach provides incentives to attract qualified college graduates into teaching. Offering scholarships in exchange for five-year teaching commitments and offering low-interest loans to qualified education majors are among the most popular incentives. Rural and urban school districts have discovered they must offer higher salaries to enlarge the pool of qualified applicants. To induce teachers to stay in the classrooms, some states have utilized differential pay, merit pay, state-mandated evaluations that are implemented appropriately, and career ladders for teachers. Given the projected enrollment increases and increased demands for teachers during the next 15 to 20 years, both types of policies--standards and incentives--must be developed to insure the presence of good teachers in the classroom. (MLF)

ED 234 162 CE 036 815

Campbell, Clifton P.
A Systems Approach to the Preparation and Conduct of Trade and Industrial Training.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Objectives; Competency Based Education; *Curriculum Development; Curriculum Evaluation; Glossaries; *Instructional Development; *Instructional Systems; Job Performance; Material Development; Military Training; Occupational Information; Performance Tests; Postsecondary Education; Program Descriptions; Program Development; Program Evaluation; *Program Implementation; Secondary Education; *Systems Approach; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Instructional Systems Development Model

The Instructional Systems Development (ISD) approach for the accomplishment of vocational training programs provides a methodology for gathering and analyzing job information, for developing instructional materials and media, for conducting instruction, and for evaluating and improving the effectiveness of training programs. Included in the ISD procedural model are the following five phases: analysis (establishment of what constitutes adequate job performance); design (development of terminal and enabling learning objectives based upon job performance measures); development (identification of appropriate learning activities, selection of media, and development of instructional materials); implementation (identification and correction of any discrepancies or deficiencies in the total training program and also completion of all necessary staff training procedures); and control (evaluation of the operational effectiveness of the program as a dynamic interrelated entity). Appendixes to this report contain a glossary, a job performance measure, a learning objective analysis worksheet, a glossary of action verbs, a training program planning worksheet, and a guide for evaluating instruction. (MN)

ED 234 203 CE 036 934

Office Occupations Performance Objectives and Assessments.
Central Texas Coll., Killeen.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavioral Objectives; Bookkeeping; *Business English;

*Business Skills; Calculators; Competency Based Education; *Filing; Job Skills; Mathematics; Office Machines; *Office Occupations; Office Occupations Education; *Performance Tests; Postsecondary Education; Recordkeeping; Secondary Education; Shorthand; Typewriting
IDENTIFIERS- *Business Mathematics; Transcription

This set of performance objectives and assessment checklists is intended for use with regular office occupations classroom activities. Steps are discussed for implementing these competency-based materials, and a grading system is recommended for assessment. Each of the 20 validated skills, 8 recommended skills, and 1 optional skill are presented in a one-page format. On each page this information is provided: program, skill, performance objectives (behavior, conditions, standards), performance assessment, and the performance assessment checklist. The 20 validated skills are divided into seven categories: typing skills, duplicating equipment, basic English and math skills, receptionist skills, filing procedures, transcription, and supply requisitions. Under each category, more specific skills are listed. Recommended skills are: inventory control, dictation, a petty cash fund, calculator use, preparing statistical graphs and charts, and maintaining payroll records. The optional skill is recording on balance sheets and using income and expense accounts. (YLB)

ED 234 246 CE 037 022

Finding Job Opportunities. Cooperative Occupational Education, Unit 7. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Choice; *Career Education; Career Planning; Competency Based Education; *Cooperative Education; Curriculum Guides; *Employment Opportunities; Employment Qualifications; Instructional Materials; Job Application; *Job Search Methods; Learning Activities; Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce students to various methods of finding information about jobs that are available. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on four information topics: finding job opportunities, using help wanted ads in newspapers, using employment agencies, and knowing how friends, relatives, and neighbors can help a person find a job. (YLB)

ED 234 260 CE 037 049

Wonacott, Michael E.
Improve Your Communication Skills. Module L-8 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-135-3

PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; Disabilities; Disadvantaged; Educational Needs; *Individual Needs; Limited English Speaking; *Listening Skills; Needs Assessment; Postsecondary Education; Secondary School Teachers; Skill Development; *Student Evaluation; Student Needs; *Teacher Education; *Vocational Education
IDENTIFIERS- *Special Needs Students

This module, one of a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, covers improving one's communication skills in order to deal more effectively with special needs students. Included in the module are learning experiences that address the following topics: keeping the lines of communication open, mastering communication skills (being active, honest, fair, and understandable); mastering the techniques of active listening; assessing students' communication needs; identifying possible communication difficulties that various special needs students might experience; and developing strategies to help students overcome these difficulties. Each learning experience contains one or more learning activities and a feedback activity. (MN)

ED 234 304 CG 016 898

Avery, Donna M., Ed.
Case Studies of Critical Events.
Chicago State Univ., IL. Center for Women's Identity Studies.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Biculturalism; Blacks; *Case Studies; *Counselor Training; Cultural Influences; Emotional Problems; *Females; *Goal Orientation; Hispanic Americans; *Individual Development; Midlife Transitions; Parent Aspiration; Self Actualization; Sex Role; Stress Variables; Training Methods
IDENTIFIERS- *Identity Formation; *Life Events

This book addresses the need for counselor training materials which deal with the counseling needs of women of varying ethnic and racial backgrounds. It is designed for training in community agencies, women's centers, college and university counseling centers, and other programs addressing the needs of re-entry women, single women, and displaced homemakers. The role of critical events in individual development is discussed, and the benefits of the case study method as a learning tool are described. Strategies for using case studies in a group setting are outlined and a discussion guide is provided. Ten composite case studies are presented which were developed from two interview studies of perceived critical events in the lives of 150 Black, White, and Hispanic women. The cases contain quotations and other details taken from the interview material, and illustrate the range of issues and events reported by participants. The cases are written from a client's point of view and represent a variety of counseling situations dealing with marital and family problems, career issues, health concerns, and adjusting to change. (JAC)

ED 234 335 CG 016 930

Kelly, Lily M.; Lahey, Benjamin
Irrational Beliefs as Moderators of the Life Stress-Depression Relationship.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Correlation; *Depression (Psychology); Higher Education; Measurement Techniques; *Social Cognition; *Stress Variables
IDENTIFIERS- *Irrational Beliefs; *Life Events; Moderator Variables

Considerable research and theory have focused on the concept of life stress, defined as major changes occurring in an individual's life, such as divorce, loss of employment, or the death of a significant other. To examine the role of irrational beliefs in the life stress-depression relationship, 286 college students completed the Beck Depression Inventory (BDI), the Life Experiences Survey (LES) and the Irrational Belief Test (IBT). As in previous research, significant positive correlations were found between the LES and BDI. There were also significant correlations between the IBT and BDI, as well as for five specific subtests of the IBT. The moderating effect was analyzed by examining the correlations between the LES and BDI for each quartile of the IBT. No systematic pattern of correlations emerged. The IBT was not a moderator of the life stress-depression correlations for this sample. The fact that significant relationships between irrational beliefs and depression were found, while no relationship between varying degrees of irrationality and the life stress-depression relationship were obtained, constitutes a need for reevaluation of the view that cognitions are a crucial agent for change with depressed persons. It may be that irrational beliefs are cognitive aspects of the depressed state as opposed to causal agents in depression. (Author/JAC)

ED 234 399 CS 207 810

Mikkelsen, Nina
Patterns of Story Development in Children's Responses to Literature.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Characterization; Child Development; *Childrens Literature; *Cognitive Development; *Creative Writing; *Developmental Stages; Elementary Education; Folk Culture; Language Research; Listening; Models; Motifs; *Narration; *Story Telling
IDENTIFIERS- Folk Tales; Literary Models; *Literary Response

Given the opportunity to tell and write their own stories directly after hearing folk tales, 15 children, aged 7 to 10, used methods similar to those of professional adult writers to reshape 52 traditional tales. Three times, children retold the original tale; in 9 cases, they borrowed heavily from the original, retaining concrete details and situations; in 21 instances, children recreated the story, extracting a single element, such as a character type, from the source and placing it into their own context; in 10 stories, there was blending of the plot setting, story situation, or characters from several sources, such as other stories and television shows; 9 older children abstracted the major theme but transformed the other story elements until the original folk tale was no longer recognizable. As older children produced more blendings and transformations while the younger ones relied more on borrowings and recreations, maturation appears to play an important part in children's reshaping of literature. Children seem to move gradually from borrowing and recreating to blending and transforming. Blending appears to be a bridge between reliance on an author's ideas and greater independence in the creative process. All children, however, appear to find intricate ways to fuse traditional literary elements with material from their own experiences. (MM)

ED 234 414 CS 207 857

Bartlett, Elsa J.; Wilson, Jay C.
A Study of Narrative Rhetoric. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-80-0059
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Child Development; Comparative Analysis; Developmental Stages; Elementary Secondary Education; *Narration; *Rhetoric; Structural Analysis (Linguistics); Writing Exercises; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *Story Structure

A research project investigated the development of narrative rhetoric in students in grades 3 through 8 in New York City public schools. Two types of tasks were used, the first requiring students to write a story about the events depicted in a drawing, the second asking them to correct rhetorical problems in prepared narratives. A series of studies were conducted manipulating various stimulus characteristics and elicitation procedures. Among the many findings are the following: (1) younger children conformed fairly well to the model of simple traditional story structures, while older children conformed more to the "in media res" structure found in certain types of popular fiction; (2) among elementary school children, an increase in rhetorical complexity significantly increased story length; (3) different elicitation stimuli produced slightly different configurations of rhetorical elements implying that, for evaluating purposes, children should be required to produce more than one writing sample; (4) children had little trouble maintaining consistent voice and tense structure in their own narrative composition, but experienced problems when asked to edit others' work; and (5) children at all ages provided explicit causal or motivational information about the actions in their stories. (Extensive appendixes contain materials used in the study.) (FL)

ED 234 463 CS 504 405

Oral and Written Communications Framework.
Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum; *Curriculum Development; Curriculum Evaluation; Educational Objectives; Educational Research; *Educational Resources; Elementary Secondary Education; Integrated Activities; Skill Development; *Speech Communication; *Speech Skills; *Writing Skills

Intended to help teachers, administrators, and others improve oral and written communication programs in their schools and districts, this report provides a starting point for program review. Various sections of the report contain (1) copies of the Washington State Board of Education Goals for the Common Schools, and oral and written communications program goals from kindergarten through grade 12; (2) definitions of a number of terms used in education; (3) statements of responsibilities to learning shared by families, students, teachers, learning resource specialists, instructional aides and volunteers, building principals, superintendents, administrative staffs, and school boards; and (4) a copy of an instrument for the preliminary assessment of a school or district's oral and written communications program. (FL)

ED 234 537 EC 160 404

Grosenick, Judith K., Ed.; And Others
Noncategorical versus Categorical Issues in Programming for Behaviorally Disordered Children and Youth. National Needs Analysis/Leadership Training Project.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- May 83
GRANT- G008101817
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Behavior Disorders; Classification; Debate; *Educational Methods; Educational Philosophy; Elementary Secondary Education; Teacher Certification; Teacher Education
IDENTIFIERS- *Categorical Special Education; *Noncategorical Special Education

Papers are presented from a debate held in 1983 on noncategorical versus categorical programming for behaviorally disordered children and youth. C. Nelson and K. Greenough advocate the noncategorical approach, asserting that categorical approaches can be harmful, are nonfunctional in educational terms, and are less practical than alternative approaches (such as the consulting teacher approach originated in Vermont. S. Huntze and R. Simpson reply that such a noncategorical approach may actually reduce quality services to behaviorally disordered students. They view the implications for teacher education and certification in terms of six issues: political/governmental realities, program quality, the labeling concern, service delivery and consumer factors, personal/social concerns, and categories and communication. Rebuttals to the categorical position focuses on the need to change the system and the problems with existing categorical approaches. Rebuttals to the noncategorical system consider its abuse and assert that labeling should not become the sole basis for the decision. (CL)

ED 234 555 EC 160 422

Dugmore, William Owen
A Humanistic Approach to the Teaching of Courtship and Marriage.

Alternative Techniques for Teaching Courtship and Marriage to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Course Content; Higher Education; *Learning Disabilities; *Marriage; Psychology
IDENTIFIERS- *Higher Education for Learning Disabled Students

A professor involved in the HELDS project (Higher Education for Learning Disabled Students) discusses changes in a psychology course on courtship and marriage to accommodate LD students. Requirements, assignments, and expectations are outlined for in-class as well as out-of-class activities. The course, it is explained, focuses on information, feelings and values, and experiential learning. Features of the course intended to accommodate a variety of student needs include the personally relevant nature of the work, the relaxed classroom environment, and the flexibility in assignment due dates. Among appended material are suggested activities for small group work, a course syllabus, and sample assignments. (CL)

Hedl, John J.; And Others
Identification of a Core Curriculum in Gerontology for Allied Health Professionals. Final Report.
Texas Univ., Dallas. Health Science Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Aging (Individuals); *Allied Health Occupations Education; Allied Health Personnel; *Core Curriculum; *Curriculum Development; Dental Assistants; Dental Hygienists; *Educational Gerontology; *Educational Needs; *Educational Planning; Occupational Therapy Assistants; Older Adults; Physical Therapy Aides; Radiologic Technologists
IDENTIFIERS- Respiratory Therapists

The overall goal of this project was to identify a core curriculum in gerontology for seven allied health professions (radiologic technologist, radiation therapist, respiratory therapist, dental hygienist, dental assistant, physical therapy assistant, and occupational therapy assistant). The project also identified the current state of gerontology education in these seven disciplines and recommended curricula. Data were gathered through consultation with the professional organizations associated with the seven disciplines and by a mailed survey to national and state samples of educators and practitioners. Analyses of data resulted in the identification of four core areas that showed agreement for all groups: psychology of aging, physiology of aging, pathology, and communication skills. Additional clusters of topics were identified for several of the disciplines. A curriculum outline for each of the four areas was then developed, complete with objectives, learning exercises, media resources, and references. The data also suggested that current educational programs in the disciplines lacked information on gerontology. Recommendations were made for incorporation of gerontology education into inservice education programs for these occupations. The project recommended that the curriculum developed through this project be used to upgrade the training of these personnel to improve their care of the elderly.

(KC)

Sherrell, Eugene G.
Review and Update Contents of Drafting Curriculum Guides. Final Report.
Southwest Missouri State Univ., Springfield.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Oriented Programs; *Course Content; Curriculum Evaluation; Curriculum Guides; Curriculum Research; *Drafting; *Educational Change; *Educational Needs; Futures (of Society); Influences; Job Skills; Metric System; Postsecondary Education; Questionnaires; *Relevance (Education); Secondary Education; Surveys; *Technical Education; Technological Advancement
IDENTIFIERS- Dimensioning (Mechanical Drawing)

A study was undertaken to determine whether the curriculum guides presently being used in drafting courses have changed due to the technological developments that have occurred in industry. In addition, the survey was concerned with the extent that knowledge of geometric dimensioning and tolerancing are needed by drafters, the extent that the metric system is used in industry, and the nature of the use of computer applications by drafters. Based on data from survey instruments that were completed by 126 randomly selected members of the American Institute for Design Drafting, it was determined that although the methods of reproducing and storing drawings are changing and will change even more in the next few years, the basic content and knowledge needed by drafters has not. In response to questions relating to the need for and use of geometric dimensioning and tolerancing, 38 percent of the population felt that these were important job skills. As to the need for and use of computer applications in the drafting room, 41.8 percent of the respondents indicated that they were used for graphic assistance. While many mechanical and electromechanical drafters used the metric system in their work, respondents in the other seven areas of the drafting industry indicated little or no need for a knowledge of metrics. (The questionnaire is appended.) (MN)

ED 234 320 CG 016 914

Elbel, Jacquelyn; Horton, Irene P.
A Study of Extrinsic vs. Intrinsic Motivation in College Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Activities; *Attribution Theory; *College Students; Higher Education; Individual Needs; Motivation; *Need Gratification; Reinforcement; *Rewards; Self Actualization; Self Reward
IDENTIFIERS- *Extrinsic Motivation; *Intrinsic Motivation

Attribution theorists have argued that if an intrinsically motivated activity is extrinsically reinforced, the activity will be devalued and extinguished when the reward is removed. Hypothesizing that activities performed for their instrumental outcome are valued less than activities not so externally oriented, and that activities performed for their instrumental outcome are primarily concerned with satisfying Maslow-type lower needs, a questionnaire was developed to measure activities and their rated values. College students (N=41) completed the questionnaire and participated in an interview to determine the perceived utility (primary reason for engaging in the activity) and the level of need the activity satisfied. Statistical analyses showed that the majority of responses for instrumental activities served the more basic needs of the Maslow hierarchy, while the majority of responses for intrinsic motivations served the higher order needs, mostly self-actualization. The hypothesis that activities performed for their instrumental outcome would be devalued was not supported, although the means tended toward that direction. (WAS)

ED 234 368 CS 007 305

Douglass, Malcolm P., Ed.
Claremont Reading Conference. Forty-Seventh Yearbook. Proceedings of the Claremont Reading Conference (50th, Claremont, California, January 14-15, 1983).
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-01-6
PUB DATE- 83
AVAILABLE FROM- Claremont Reading Conference, Harper 200, Claremont Graduate School, Claremont, CA 91711 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Proceedings (021) Books (010)
DESCRIPTIONS- Cognitive Processes; Critical Reading; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Individualized Reading; Language Acquisition; Language Experience Approach; Learning Disabilities; Literacy; Mastery Learning; Oral Language; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; Spelling; *Teaching Methods; Writing Instruction
IDENTIFIERS- Newbery Award; Reading Writing Relationship

The continuing theme of these conferences is: "Reading, the Process of Creating Meaning for Sensed Stimuli." The special theme of this 1983 anniversary conference is: "Reading Reading: 50th Anniversary Perspectives." The proceedings in this yearbook reflect the retrospective and prospective emphasis of the special theme. Following an introduction, the 27 articles discuss a variety of reading-related topics, including the following: (1) language, cognitive development, and reading behavior; (2) research and the improvement of reading; (3) the concept of structure and learning to spell; (4) the alternative to progressive education and mastery learning practices; (5) a cultural perspective on the teaching of reading; (6) reading Newbery Award winners; (7) the language experience approach and individualized reading; (8) the effects of a single-task as opposed to a multi-task approach to literacy; (9) a child's search for meaning in reading, thinking, and play; (10) redefining learning disabilities; (11) reading instruction from a special education perspective; (12) spelling, language experience, and the learning disabled; (13) oral and written language differences and becoming literate; and (14) the past and future of reading comprehension instruction. The volume concludes with notes on the conference contributors and an index to previous conference yearbooks from 1936 to 1982. (HTH)

ED 234 478 EA 015 932

Levy, Jerre
Highlights of Research on Right and Left Hemispheres of the Brain.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Jan 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Cerebral Dominance; Cognitive Style; Educational Research; Literature Reviews
IDENTIFIERS- *Brain Hemispheres; *Brain Research; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Simplified interpretations of brain function portraying rationality solely in the left hemisphere and creativity solely in the right are incorrect, but the two sides of the brain do differ in important ways. Researchers have discovered that: In the vast majority of right handers, speech is almost entirely confined to the left hemisphere. Right hemisphere processes add emotional and humorous overtones important for understanding the full meaning of oral and written communication. The two hemispheres differ in their perceptual roles but both sides are involved in the creation and appreciation of art and music. Both hemispheres are involved in thinking, logic, and reasoning. The right hemisphere seems to play a special role in emotion. If students are emotionally engaged, both sides of the brain will participate in the educational process regardless of subject matter. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

Temkin, Lee
Mapping the Terrain in Adult Learning: A Focus on Growth Areas and Innovative Practices--The Non-Traditional University.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Counseling; *Adult Education; Adults; Adult Students; Educational Assessment; *Educational Innovation; *External Degree Programs; Higher Education; *Nontraditional Education

In the 1980s, nontraditional education is becoming an outdated term, because elements of such education have been integrated into most colleges and universities. The major innovation within nontraditional education is the external degree. Valley developed six major models of external degrees: administrative facilitation, modes of learning, the examination, validation, credits, and complex systems. Learners choosing external degree programs at the associate and bachelor levels are adults who choose to avoid sacrificing commitment to work and family responsibilities, who are seldom influenced by credit for work or life experience, who work fulltime in responsible positions and earn commensurately, and who are motivated by personal satisfaction and increased respect. Two barriers to growth in higher education innovation are lack of adequate information about nontraditional choices and quality. A network of accessible adult counseling centers nationwide is needed to help potential adult students assess needs and locate educational providers. To evaluate the educational structure and traditions, multiple indicators that assess both process and outcomes should be used. Adult educators must be watchdogs to ensure quality education for adult learners. (YLB)

ED 234 232 CE 036 994

Daugherty, Mabel
Effective Consumerism.
Southeast Missouri State Univ., Cape Girardeau.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jul 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accountability; Behavioral Objectives; *Consumer Education; *Consumer Protection; Guidelines; Information Sources; Instructional Materials; Learning Activities; *Merchandise Information; *Occupational Home Economics; Purchasing; *Salesmanship; Secondary Education
IDENTIFIERS- Consumer Skills; Deception; *Fraud; Service Contracts; Warranties

This module, consisting of materials for use in conducting a consumer education mini-course, deals with effective consumerism. Covered in the individual lessons are the following topics: being prepared with information (sources of consumer information and subscription forms); evaluating warranties and service contracts; evaluating advertising and selling practices (door-to-door sales laws and mail order merchandising rules); fraud and deception (home improvement frauds and guarding against fraud), and understanding consumers' rights to register dissatisfaction and to be heard (making complaints, sample complaint letters, and where to complain). Each lesson contains a list of concepts to be covered in the lesson, suggested activities, a list of instructional materials included in the lesson, a list of related references, an information outline, pertinent records and forms, and transparency masters. (MN)

ED 234 274 CE 800 008

Owens, Tom
Improving Learning in the Workplace: How Youth See Their Career Explorations. Ideas for Action in Education and Work, Issue 2.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-[illegible]the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTIONS- *Career Exploration; *Experiential Learning; High Schools; Literature Reviews; School Business Relationship; *School Community Programs; Work Experience Programs
IDENTIFIERS- *Experience Based Career Education; PF Project

Research on the effectiveness of career exploration as viewed by 1100 senior high school students involved in Experience-Based Career Education (EBCE) projects in 16 states is reviewed. Results suggest that the learning potential of community experience can be improved in the following six ways: (1) offering challenging work; (2) selecting activities that foster student responsibility; (3) giving clear directions combined with freedom to explore; (4) offering hands-on learning; (5) providing opportunities to develop relationships with one or more individuals at worksites; and (6) counseling students about reactions to boring and repetitive tasks. A brief description of EBCE, identification of factors in the workplace detracting from quality learning, implications of the research findings as seen by employers and program staff, highlights from related studies, and ideas for new research are given. (JW)

ED 234 290 CG 016 884

Ellis, Barbara Gray, Ed.
Perspectives on Family Research. Report of a Workshop.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
REPORT NO.- DHHS-(ADM)82-1213
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Alcoholism; Behavior Problems; *Drug Abuse; Family Characteristics; *Family Life; Family Role; *Federal Programs; Mental Disorders; *Mental Health; Predictor Variables; Research Methodology; *Research Needs

This workshop report presents excerpts of the panel discussions of 10 distinguished family researchers considering the feasibility of joint studies across the three Alcohol, Drug Abuse and Mental Health Administration Institutes (the National Institute on Alcohol Abuse and Alcoholism, the National Institute of Mental Health, and the National Institute on Drug Abuse), which would bring about increased understanding of the underlying processes in family function and dysfunction, their association with individual symptomology, and the issues affecting investigation of factors associated with family dysfunctional behaviors. Part 1 of the report focuses on research issues identified by the participants, i.e., etiology, family systems and the family life cycle, family influences, alternative family types, approaches to the study of family, outcomes, and mechanisms and methodologies to promote collaboration. Part 2 presents discussions of issues in research that cut across the problem areas of drugs, alcohol, and mental health, including reasons for such research, the requirements of the family research community, and ways to facilitate such research. Participants' recommendations are also included. A list of workshop participants and members of the workshop committee is included. (WAS)

ED 234 352 CS 007 282

Mullis, Ina V. S.; Mead, Nancy
How Well Can Students Read and Write? Issuegram 9.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Academic Standards; Critical Thinking; *Educational Assessment; *Educational Trends; Elementary Secondary Education; National Norms; *Reading Achievement; Reading Diagnosis; Reading Skills; Writing Evaluation; *Writing Skills
IDENTIFIERS- *National Assessment of Educational Progress

The most recent National Assessment of Educational Progress (NAEP) reports suggest that the issue of declining quality in American education may be more complex than media accounts have portrayed it. If one looks at isolated communication skills, it appears that many students understand the fundamentals of reading and writing. The results also indicate that achievement levels have remained relatively stable across time for older students and may be improving for younger students. Although blacks and students in disadvantaged urban areas still tend to perform below national levels, in many instances they have either shown marked improvements or at least narrowed the gap between themselves and the rest of the nation. However, NAEP data suggest that curricula still emphasize instruction in competent skills apart from the "application" of these skills. Many students show difficulty with tasks requiring higher-order skills. Declines in inferential reading comprehension and in many writing tasks requiring critical thinking may reflect dwindling resources for teaching application and analytical skills. The results suggest that increased spending combined with placing instructional priority on the basics may have helped improve these skills, but the emphasis on the basics has not helped students develop higher order skills such as inference, analysis, or evaluation. Instructional priorities should be broadened to include higher level communication skills. Students need more time learning to read and write, and more time reading and writing to learn. (HTH)

ED 234 431 CS 504 156

Dudczak, Craig A.
Coping with Information Overload: Generic Argument as the Least Common Denominator.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cognitive Processes; *Debate; Definitions; Higher Education; *Information Dissemination; Information Utilization; *Persuasive Discourse; Speech Communication; Theories
IDENTIFIERS- *Generic Argument; *Information Overload

Defining "information overload" as the condition that occurs when the amount of available information exceeds the ability of the user to process it, this paper contends that this condition has now affected the arena of academic debate. The first section of the paper examines the nature of overload and discusses its consequences on the processing of information and meaning. The second section introduces the idea of "generic argument," an adaptive behavior in debate that has resulted from the increased availability of information. Defining generic argument as any argument within a deliberative framework that recurs in fulfilling the discovery of issues, this section offers a rationale for its use as a means of coping with overload. The third section of the paper discusses a number of implications for the use of generic arguments. (FL)

ED 234 447 CS 504 354

Davis, Ken
Background and Foreground: Audience Education from Theory to Practice.
PUB DATE- 9 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aesthetic Education; *Audiences; Background; Cultural Enrichment; *Drama; *Enrichment Activities; Perception; *Prior Learning; Theater Arts
IDENTIFIERS- *Audience Education; *Audience Response

Just as all perceptions are of figures differentiated from a larger background, a play takes place against the background of the audience's knowledge and feelings. While audience members generally bring to a performance a large body of background information--they evaluate the storyline, for example, using a lifetime of personal experience--at times they need to have this background knowledge enriched in order to fully appreciate a work. Sometimes, for example, the world of the play is unfamiliar--either because the play was written for a society that no longer exists, as is the case in Sophocles's "Antigone," or because, as in many contemporary works, playwright and audience no longer share similar values or worldviews. Audience members can participate more fully in the world of the play, however, if they are given background material on the play's storyline. They can learn to evaluate the play as a play and to appreciate the constraints imposed on it by the script, performance space, available time, and the audience itself through additional education activities such as backstage tours, discussions of performance history, talks by artistic and technical staff, and postperformance discussions. Such activities not only enrich the immediate performance but also add to the background knowledge the playgoer can take to the next play. (MM)

ED 234 492 EA 016 079

Wise, Arthur E.; Darling-Hammond, Linda
Education by Voucher: Private Choice and the Public Interest.
Rand Corp., Santa Monica, Calif.
REPORT NO.- RAND/P-6838
PUB DATE- Dec 82
AVAILABLE FROM- Publications, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accountability; *Educational Finance; *Educational Objectives; Educational Quality; *Educational Vouchers; Elementary Secondary Education; Equal Education; *Government School Relationship; Parent Role; Private School Aid; Private Schools; Public Education; *School Choice; State Aid; State Government; Student Educational Objectives

Proponents argue that the competition inherent in publicly funded tuition voucher programs will increase school quality and family choice, but voucher systems would be subject to the same forces that shape public schools. The efficiency and effectiveness of voucher plans must be assessed in light of those educational goals important to the state--socialization of children to a common culture and education for citizenship--and those primarily important to the individual--preparation for further education or occupational life, equal educational opportunity, and education in each child's best interests. None of these goals would be well served by a free market voucher system due to information problems, some parents' preference for exclusiveness, and the importance of geographical proximity to parents' school choices. A dialectic between equal opportunity and education in the best interest of the individual child involves such issues as equal access and who knows the child's best interests. Although vouchers are intended to deregulate education, state bureaucracies would need to regulate and monitor finances, school quality, curricula, and policies for personnel and admissions. The inevitability of regulation reflects a fundamental problem: that the voucher concept attempts to achieve public goals through the private market without the public accountability provided by pluralistic decision-making. (MJL)

ED 234 507 EA 016 094

Augenblick, John
School Finance Equity. Issuegram 25.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Educational Equity (Finance); Elementary Secondary Education; Equal Education; *Finance Reform; *Resource Allocation; School District Spending; School Support; School Taxes; *State Aid; State School District Relationship; *Tax Allocation
Achieving a state education finance program that is fair to students, taxpayers, teachers, and school districts is complicated by varying student needs and different property tax rates and school expenses among districts. Attempts at equitable allocation of state aid funds and other educational resources should be guided by the principles of treating everyone the same or treating individuals within groups with similar characteristics the same and providing equal opportunities to all. The equity of present programs should be assessed by measuring a district's size, per-pupil spending, tax rate, teacher salaries, relationship between wealth and spending, proportion of students with special needs, size of schools, and special problems. State assessment of revenue needs should then be adjusted for such district characteristics as wealth, tax rate, size, enrollment trends, price of education, teacher qualifications, concentration of educationally disadvantaged students, use of special programs, grade level of pupils, and possible federal grant support. (MJL)

ED 234 522 EC 160 046

Braille Reader Survey: Survey Findings.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 3 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Blindness; *Braille; *Library Services; National Surveys; *Reading Materials; Visual Impairments

A nationwide survey completed by 242 braille readers was undertaken to gather information on readers' current use of braille materials and their individual reading interests. The majority of respondents preferred braille as their primary reading medium, yet only 63% had borrowed braille materials from the library in the past year. Readers were generally satisfied with the service from cooperating libraries, with major difficulties noted to be receiving, storing, and returning bulky books and boxes. Dissatisfaction in the braille book collection was voiced, as nearly one-third of the respondents did not feel the available braille books generally met their reading needs. Summaries of responses to the 39 items in the questionnaire are presented along with demographic data for the respondents. The survey instrument is appended. (CL)

ED 234 163 CE 036 818

Kordalewski, Jean B.
The Regional Learning Service. An Experiment in Freeing Up Lives.
Regional Learning Service of Central New York, Syracuse.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Counseling; Adult Education; Adults; Career Change; *Career Counseling; Career Education; *Educational Counseling; Educational Needs; *Information Sources; Occupational Information; *Referral
IDENTIFIERS- *Educational Brokerage; New York (Syracuse); *Regional Learning Service

In 1974 the Syracuse University Research Corporation developed the Regional Learning Service (RLS) to provide a free-standing, community-based educational and career information and counseling agency. RLS disaffiliated from the parent body in 1979 and turned to client fees, contracts, and contributions for a financial base. Clients' characteristics have changed over time, but have included a wide variety; most have been at turning points in their lives. The primary criterion for selection of part-time counselors, called learning consultants, has been personality characteristics. RLS has extended its services from one-to-one counseling services to experiments in group services and new initiatives--development of workshop packages, dissemination to business and industry, and expansion of educational and vocational testing services. Two evaluation studies have been conducted by RLS. Results of the second evaluation showed that the clientele continued to include a diversity of ages, backgrounds, and situations. More persons were referred by friends, relatives, and other community organizations. Clients took definite education or career action and made positive comments about RLS. Followup telephone surveys indicated clients visited RLS for career counseling and had higher employment rates. (Instruments, data tables, and client case studies are appended.) (YLB)

ED 234 177 CE 036 869

A Prototype Occupational Choice Model for Disadvantaged Youth in Rural Schools. Final Report.
Prairie View A and M Univ., Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Audiovisual Aids; Career Choice; Career Guidance; Citizen Role; Demonstration Programs; *Disadvantaged Youth; *Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Rate; *Dropout Research; Dropouts; High Schools; Models; Occupational Information; *Program Development; Program Implementation; Rural Areas; Rural Education; Rural Population; *Rural Schools
IDENTIFIERS- Texas

This study was conducted to develop, implement, prototype test, and disseminate a model guidance training program that can be used to prevent the high rate of student dropouts in rural Texas schools. Two school districts, New Caney and Waller, served as demonstration sites for prototype testing. The program was designed by a team of representatives from the Prairie View A & M University counseling staff, Teacher Center, and Community Affairs Centers, and community and school personnel from the districts. The research was conducted in three phases: (1) the establishment of a model training/implementation component; (2) the establishment of an administrative team; and (3) the development and implementation of an inservice training dropout prevention model. (The dropout prevention model, which consists of a slide-tape presentation along with a written narrative and other printed materials, is contained in the appendix to this document. Also contained in the appendix are the interview schedule, a citizen's guide to dropout prevention, and tips for planning and implementing a dropout prevention program.) Some of the findings of the survey follow: (1) dropouts liked best the student activities and disliked most the classes; (2) the major reason students dropped out of school was a need to work, followed by a lack of interest in school; (3) the dropouts knew of the vocational programs in their schools, but few enrolled in them; (4) most of those employed wanted new jobs; (5) most of the dropouts would stay in school if they were making the decision again. The project staff recommended that the dropout prevention information be disseminated and used in dropout prevention efforts throughout the state. (KC)

Lopez-Cox, Guadalupe; And Others
Bilingual Vocational Instructional Materials.
Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; *Bilingual Instructional Materials; Bilingual Teachers; Classroom Techniques; Criterion Referenced Tests; Educational Policy; *English (Second Language); Evaluation Methods; Guidelines; Individualized Instruction; Job Placement; Learning Modules; Lesson Plans; Material Development; Models; Postsecondary Education; *Program Development; Secondary Education; *Second Language Instruction; Spanish Speaking; Student Evaluation; Teacher Characteristics; Teaching Methods; Transparencies; Vocational Education Teachers

This teacher's guide introduces a series of instructional materials in vocational education for use in bilingual English-Spanish vocational programs. The narrative-format guide first provides a model with flowchart of a bilingual vocational education program. The program's components include pretraining assessment, counseling and individualized program of study, vocational and English-as-a-second-language components of the program, posttraining assessment, and job placement. Following the model, the first part of the guide covers the background and essential elements of a bilingual vocational program. Topics discussed include the following: the vocational staff and their characteristics, developing instructional materials, planning the language component, and linguistic aspects of vocational English. The second section of the guide presents teaching strategies and techniques to be used in the bilingual program, such as basic learning principles, characteristics of a lesson, lesson plans, self-instructional modules, handouts, slides and transparencies, simulation activities, lectures, demonstration techniques, student activities, and team teaching. The final section provides directions for developing an individualized instructional program. (KC)

Malowney, C. Lynn

Prepare Exceptional Students for Employability. Module L-12 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-124-8
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Classroom Techniques; Cultural Differences; Data Collection; Disabilities; *Disadvantaged; Employment Opportunities; *Employment Potential; Employment Services; Equal Opportunities (Jobs); Individual Needs; Job Development; Job Placement; *Job Skills; Needs Assessment; Postsecondary Education; Secondary School Teachers; Sex Bias; Skill Development; Student Evaluation; Student Needs; *Teacher Education; Teaching Methods; Vocational Adjustment; *Vocational Education; Work Attitudes; Work Environment
IDENTIFIERS- *Special Needs Students

This module, one of a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, deals with preparing exceptional students for employability. Included in the module are learning experiences that address the following topics: promoting employment opportunities for students with exceptional needs (working with advisory committees in employability skills training, gathering employment data, and promoting additional jobs) and techniques for teaching employability skills (creating positive work attitudes, recognizing cultural differences, developing additional employability skills, introducing the reality of employment, and developing job skills). Each learning experience contains one or more learning activities and a feedback activity. (MN)

ED 234 305 CG 016 899

Avery, Donna M.; Taubert, Alexis
The Critical Events Interview Manual.
Chicago State Univ., IL. Center for Woman's Identity Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Adult Development; Coping; *Counseling Techniques; Counseling Theories; *Females; Feminism; *Interviews; *Midlife Transitions; Personal Autonomy; Recall (Psychology); Sex Role; Stress Variables
IDENTIFIERS- *Critical Events Interview; *Life Events

This guide for counselors describes the Critical Events Interview (CEI), a new counseling technique designed to be used with women in transition. The concept of critical events and their influence on adult development is described and the history and current status of the CEI are reviewed, along with current results of CEI evaluations and descriptions of its use in counselor training. Detailed information is provided to enable counseling practitioners to use the technique. Applications of the CEI, descriptions of the informational categories, and guidelines for administering the CEI in counseling are discussed. The contents and processes of the CEI are related to a range of counseling perspectives, and reviewed from a behavioral, psychoanalytic, and phenomenological/existential framework. Developmental approaches are also discussed, as in the influence of feminist therapy. The appendix includes sample CEI formats which may be duplicated for use in practice and training, and examples of completed CEI's. (JAC)

ED 234 321 CG 016 915

Kilbey, M. Marlyne; Davis, James
Sex Role Identification and Parental Rearing Practice: Determinants of Type A Behavior in College Age Women and Men.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *College Students; Heart Disorders; Higher Education; Modeling (Psychology); Parent Child Relationship; *Parent Influence; Physical Health; Psychological Patterns; *Role Models; *Sex Role; *Socialization; Stress Variables
IDENTIFIERS- *Type A Behavior

Type A behavior is an epidemiological construct whose major features are aggressiveness, hostility, a sense of time urgency, and competitiveness; these features are considered measures of coronary-prone behavior in men and women. To determine a possible relationship between sex role orientation, parenting behavior, and Type A behavior, college students (N=170) completed an 89 item demographic questionnaire; the Jenkins Activity Survey (JAS), measuring Type A behavior; the Bem Sex Role Inventory; and a Parenting Behavior Form. Statistical analyses showed that high Type A college students (those with scores equal to or above the group mean on the JAS) compared to low Type A students, shared a common perception that their parents exercised less hostile control over them. High Type A men also perceived their parents as both less warm and less rejecting than did low Type A men. High Type A women perceived their mothers as warmer but more rejecting than did low Type A women; and high Type A women endorsed masculine sex role characteristics more strongly than low Type A women. In general, the data support the idea that cardiac prone behavior may be identified early in life, and may be related to socialization processes. (WAS)

ED 234 336 CG 400 173

Anderson, David L.
Quick Reference: A Key to Counseling.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Counseling; Career Planning; College Students; *Delivery Systems; Higher Education; Resource Centers; Resource Materials
IDENTIFIERS- PF Project

The State University of New York (SUNY)-Binghamton Career Development Center has developed a unique, simple and relatively inexpensive approach for delivery of services called the Quick Reference Guides (QRG) series. The guides provide self-instruction on career exploration, job searching, application to graduate school and related issues. Students can find answers to basic, routine questions and schedule appointments with counselors for more specialized needs, creating a savings in staff time which allows for more effective counselor/client contact. The QRG's are inexpensive to create, easily modified and ideal for an office that encourages self-help and must organize complex issues into manageable units. An excerpt from QRG 1 is included. (JW)

CS

ED 234 384 CS 207 624

Brostoff, Anita
Using Problem-Solving to Think and Write: Tagmemics for High School Students.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cognitive Processes; *Critical Thinking; Discovery Learning; Higher Education; *Prewriting; *Problem Solving; *Questioning Techniques; Secondary Education; Tagmemic Analysis; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Heuristic Methods; Invention (Rhetorical)

Secondary school and college students can learn how to shape thought through shaping language by using tagmemic heuristics. To approach writing as a thinking process, students apply three heuristics: one for identifying and stating problems, one for exploring problems, and one for evaluating hypotheses or solutions. Guided by a series of exercises, students first perceive inconsistencies between accepted truths, or between personal beliefs and actual experiences; they then articulate the conflicts and formulate questions arising from the problematic situations. After using checklists to help clarify their language in these questions, the students investigate the problems further, generating information and ideas through use of a tagmemic grid, by brainstorming, or by listing evidence from texts. From this exploration, students formulate possible answers to questions and perform a series of exercises designed to help them establish criteria for evaluating their hypotheses. While having difficulty applying the skills developed during tagmemic exercises to real writing situations, students appear to produce more inventive, thoughtful papers after completing these heuristics. (Exercises to help students formulate problems, checklists and criteria for evaluating problems and hypotheses, and a sample of students' work with "The Scarlet Letter" are included.) (MM)

ED 234 400 CS 207 816

Kinkead, Joyce
Outreach: The Writing Center, the Campus, and the Community.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Consultation Programs; Educational Cooperation; Experiential Learning; Higher Education; Individualized Instruction; School Community Programs; Tutorial Programs; *Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Laboratories; *Writing Programs

Making the process-oriented writing center an integral part of the community, as well as of the campus, can be crucial to ensuring its survival. Using students as tutors gives the center free tutoring and the students "hands on" experience. To reach students, the director can provide campus-wide publicity and attend meetings for incoming, ESL, and nontraditional students. The center can also provide help for students from academic disciplines other than English with report and scientific writing, research papers, social science writing, theses and dissertations, letters of application, and resumes, as well as offer study sessions for professional entrance exams. The writing center and the library can work together to develop research modules for students to use in conjuntion with or in lieu of a course on research writing. The center can and should be a force for literacy on campus by conducting workshops geared to specific disciplines, visiting classes to guest lecture on improving writing skills, consulting with departments on evaluation and conferencing, developing materials such as editing guides and style sheets, reading student papers, and conducting surveys. Such projects demonstrate the value of the writing center to the administration deciding the program's fate. Beyond the campus, the writing center can collaborate with high school English departments and with community groups and businesses both to generate additional revenue and to precipitate community-wide literacy. (HTH)

ED 234 415 CS 207 859

Engel, Mary F.; Sawyer, Thomas M.
Contractual Revision.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Contracts; Higher Education; Peer Evaluation; Peer Teaching; *Revision (Written Composition); Student Teacher Relationship; *Teaching Methods; Tutoring; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- Freshman Composition

Contractual revision promotes cooperation between teachers and tutors and, being student initiated, provides a method to increase student control over the revision process and encourage students to communicate their strengths and weaknesses in writing to their teachers or tutors. The contractual revision process requires students to form contracts specifying what methods they will employ to eliminate identified weaknesses from future writing. In these contracts the students reveal much about their understanding, or perhaps their misunderstanding, of language "rules" and consequently much about the efficacy of an instructor's own grading and evaluation criteria. While many students remain at a very mechanically oriented level of revision, a few begin to review their writing creatively, seeing the possibilities of communicating through writing, and recognizing that they can revise to say what they mean to say, and review to achieve an accurate, critical assessment of what they have said. Instructors and peer tutors provide in-progress feedback, which is much more conducive to substantive revision than student reworking of already graded essays. The contractual revision program eliminates the frustrations of an ad hoc tutoring program with irregular attendance while allowing the tutor to work closely and regularly enough to effect real student progress. (HTH)

ED 234 464   CS 504 406

Developing Oral Communication Skills.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annotated Bibliographies; *Communication Skills; Educational Research; Elementary Secondary Education; Integrated Activities; Language Arts; Language Usage; *Listening Skills; *Reading Skills; *Skill Development; *Speech Communication; *Speech Skills; Writing Skills

Intended for use by both elementary and secondary school teachers, the two papers in this report stress the importance of developing students' oral and written communication skills. The first paper, "Relationship of Oral Communication to Reading," by Phil Backlund and John Johnson, argues that ability in oral communication is a prerequisite to the development of reading skill. To support this argument, it examines the historical role of speech communication in the classroom, reviews research discussing the importance of oral communication to reading, and offers suggestions for instruction and research. The second paper, "Developing Oral Communication Skills, K-12," by Jody Nyquist and Barbara Clinton, contains (1) a description of the oral communication process, (2) a listing of oral communication skills that can be expected of students within a specified grade range if the students have been provided direct instruction, and (3) a list of resources that describe classroom activities for teaching oral communication. The report also contains an extensive annotated bibliography. (FL)

ED 234 538 EC 160 405

Pappas, Victoria C.
Individualized Education Programs: A Naturalistic Study of the Match between Intent and Practice. Executive Summary. Final Report.
Indiana Univ., Bloomington. Developmental Training Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
GRANT- G008002237
AVAILABLE FROM- Victoria C. Pappas, University Developmental Training Center, 2858 E. 10th St., Bloomington, IN 47405 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; *Individualized Education Programs; Program Effectiveness; *Teacher Role

The report summarizes a study of the individualization process for teaching handicapped students. Relationships were examined among three forms of the individual plan: the contractual plan, as written in the individualized education progmam (IEP) document; the phenomenological plan, the teacher's intent for the program; and the empirical plan, the program as experienced by the child. Data were collected via analyses of IEPs, teacher interviews, and child observations. Results showed congruence across all three components with the teacher incorporating nearly 70% of the contractual plan into stated plans, and the child acting upon approximately 68% of teacher intents and 44% of the objectives in the contractual plan. The contractual plan was organized according to a curricular model while the phenomenological plan was organized according to personal and professional perspectives. Examination of the empirical plan revealed that a good portion of what was intended for the student was being achieved. Implications for incorporating a more comprehensive perspective with the IEP are drawn as well as methodological implications for similar naturalistic investigations. (CL)

ED 234 556 EC 160 423

Briggs, Kenneth A.
Accommodating Students with Learning Disabilities in College Health Education. Alternative Techniques for Teaching Health Education to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *College Students; Course Content; *Health Education; Higher Education; *Learning Disabilities; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

Implications of the HELDS (Higher Education for Learning Disabled Students) project for college health education are considered. The importance of a course syllabus is noted, and suggestions are given for identifying LD students. A sample lesson plan is presented with eight activities on the topic of wholistic health. The article concludes with a listing of 24 additional suggestions for accommodating LD students in college classroooms. Suggestions address environmental factors, speech, lecture organization, and assignments. Among appended information are a course description and a scheduling chart. (CL)

ED 234 233 CE 036 995

Daugherty, Mabel
Health Care and Services for Consumers.
Southeast Missouri State Univ., Cape Girardeau.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jul 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Consumer Education; Dentists; Guidelines; *Health Insurance; *Health Services; *Hospitals; Instructional Materials; Learning Activities; *Medical Services; Occupational Home Economics; *Physicians; Secondary Education; Surgery
IDENTIFIERS- *Medicare

This module, consisting of materials for use in conducting a consumer education mini-course, deals with health care and services for consumers. Covered in the individual lessons are the following topics: understanding what is and is not covered by Medicare, assessing the need for private health insurance, purchasing private health insurance, choosing a doctor, choosing a hospital, choosing a dentist, and getting a second opinion when facing surgery. Each lesson contains an outline of the major concepts to be covered in the lesson, suggested activities, a list of instructional materials included in the lesson, a list of pertinent references, test questions, an answer sheet, an information outline, and transparency masters. (MN)

ED 234 247 CE 037 023

Contacting an Employer. Cooperative Occupational Education, Unit 8. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; Instructional Materials; *Job Application; Learning Activities; *Portfolios (Background Materials); Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce students to three common methods used to contact prospective employers and to prepare them to make the initial contact. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on four information topics: getting ready to contact an employer, preparing a personal data sheet, preparing a personal data card, and finding ways to contact employers. (YLB)

ED 234 275 CE 800 010

Clark, Marilyn
Volunteering...Pathway to Paid Employment. Ideas for Action in Education and Work, Issue 4.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- Adults; *Career Development; *Employment Potential; Guidelines; Learning Experience; *Volunteers
IDENTIFIERS- PF Project

Solutions to two problems are proposed: (1) a lack of help in social services due to the state of the economy, rising unemployment, and cuts in government support; and (2) fewer opportunities for career preparation and training programs. It is suggested that increased volunteerism would alleviate the problems while helping people learn job skills, gain experience, and become more self-confident and employable. Some job skills commonly used, personal gains acquired, and job-hunting techniques developed by volunteers are listed. Suggested actions for individual volunteers, volunteer agencies, and employers to take in order to make volunteering a more effective pathway to employment are provided, as are resources and publications. (JW)

ED 234 479 EA 015 933

Purkey, Stewart C.; Smith, Marshall S.
Highlights from Research on Effective Schools.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Dec 82
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Academic Achievement; *Educational Environment; Educational Quality; Educational Research; Elementary Secondary Education; Improvement Programs; *Institutional Characteristics; Literature Reviews; *School Effectiveness
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member. Other elements that are common to a significant number of effective schools include: Well-defined school goals and emphases; staff training on a schoolwide basis; control by staff over instructional and training decisions; a sense of order; a system for monitoring student progress; good discipline. In addition, private schools with high student achievement have good attendance, assign more homework, offer a strong academic program, and emphasize high standards. Schools that are safe for students also stress academic excellence and program improvement, and have strong leadership. However, schools should not blindly accept or attempt to institute all of the characteristics associated with effective schools. The studies undertaken thus far have not been longitudinal, nor have they concentrated on other than urban elementary schools that already have successful programs. In some schools, structural or procedural factors may simply preclude the successful implementation of certain characteristics. While one approach to improving achievement is based on a highly structured model that imposes change from higher levels of administration, most successful change results from collaborative efforts that involve schoolwide reforms, the participation of staff members on all levels, and a focus on the overall culture of the individual school. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

ED 234 523 EC 160 058

Hill, Paul T.; Marks, Ellen L.
Federal Influence over State and Local Government: The Case of Nondiscrimination in Education.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0467-0; Rand-R-2868-NIE
PUB DATE- Dec 82
GRANT- NIE-G-80-0048
AVAILABLE FROM- Rand Corporation, Santa Monica, CA 90406.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Change Strategies; *Disabilities; Educational Policy; Elementary Secondary Education; *Federal State Relationship; *Nondiscriminatory Education; *Policy Formation; School Districts
IDENTIFIERS- *Department of Education

Intended for policymakers, the report examines the federal government's efforts to influence state and local governments on matters of education. Two agencies within the Department of Education are spotlighted: the Office for Civil Rights (OCR) and the Office of Special Education (OSE). Parallel case studies of OCR and OSE were conducted via more than 150 interviews which sought to identify informal strategies used to influence state and local actions. Interviewees included federal officials from both Washington and regional offices; interest group representatives; members of state and local educational agencies; and complainants, parents, and beneficiary group representatives. Following a discussion of the two offices' operating styles and assumptions, a typology of influence methods available to OCR and OSE is postulated. Two major influence strategies (enforcement and promotion) are identified, and the effects of each on decision making administrative processes, and general policies at the state and local level are considered. A final section presents a framework depicting factors to be considered by the federal government in decisions regarding change for local and state government activities. The importance of matching federal goals with local conditions and of using hybrid strategies is emphasized. (CL)

ED 234 191 CE 036 906

Satisfactions and Dissatisfactions of People in Traditional and Nontraditional Jobs. Final Report.
Texas Tech Univ., Lubbock.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blue Collar Occupations; *Career Choice; Educational Attainment; Employer Employee Relationship; Employment Level; Employment Patterns; Employment Practices; Family Income; *Job Satisfaction; Marital Status; *Need Gratification; *Nontraditional Occupations; Questionnaires; *Self Actualization; Semiskilled Occupations; Skilled Occupations; State Surveys; Vocational Adjustment; *Work Attitudes
IDENTIFIERS- *Texas

A study examined the satisfactions and dissatisfactions of people employed in traditional and nontraditional jobs. During the project, mail questionnaires were returned by a sample of 352 residents that included both males and females employed in traditional occupations. Information was collected from the respondents regarding their sex, ethnic background, educational attainment, age, marital status, present job, length of employment in their present job, and the contribution of their salary to their total home income. While the sources of satisfaction were no different for employees in nontraditional occupations than they were for employees in traditional occupations, employees in nontraditional occupations had consistently higher mean satisfaction scores, indicating a greater degree of satisfaction. Futhermore, the five categories with the highest mean satisfaction were the same for both groups. Those who left their jobs, however, had considerably lower mean satisfaction scores for each category, a fact that could imply a misconception about job content on their part. These findings support the need for more programs, such as cooperative vocational education, providing realistic work experiences that enable students to obtain a more objective conception of the real nature of the world of work. (Appended to the report are the survey instrument and tables of data from the survey.) (MN)

Wright, David W.; Neuliep, James W.
Task and Instrumentation as Factors Jeopardizing the Validity of Published Group Communication Research, 1980-81. Bochner Revisited.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; *Communication Research; *Research Methodology; *Research Problems; Research Tools; *Research Utilization; Validity
IDENTIFIERS- Organizational Research; *Small Group Communication

Adopting the position, expressed by A. P. Bochner in his critique of small group communication research, that placing measurement in a secondary role increases the danger of accepting the claims of experiments with excessive error, this paper examines nine current quantitative small-group communication studies. Using a schema developed by J. F. Cragan and D. W. Wright outlining three major lines of small group research--original criticism and traditional and new lines of research--the paper examines the studies in terms of their objectives, estimation of experimental effects, and reliability measurement. The paper reports that research objectives and utilization of the task dimension remain unclear in current small group communication research while methods of computation are improved. It concludes that the Cragan and Wright schema is useful in providing a direction for future research. (Author/FL)

ED 234 448 CS 504 368

Kincaid, D. Lawrence

The Convergence Model of Communication. Papers of the East-West Communication Institute, No. 18.

Hawaii Univ., Honolulu. East-West Center.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication Research; *Communications; *Cybernetics; *Information Networks; *Information Processing; *Information Theory; *Models; Social Sciences; Systems Approach

Expressing the need for a description of communication that is equally applicable to all the social sciences, this report develops a general model of the communication process based upon the principle of convergence as derived from basic information theory and cybernetics. It criticizes the linear, one-way models of communication that have dominated past research for failing to represent the complexity of the communication process and identifies the hidden biases of these models, especially toward individual psychology and mechanistic explanations. After discussing the advantages of a cybernetic explanation, which uses the concepts of information, feedback, networks, and purpose, the author develops a further definition of information and meaning. Finally, a paradigm of communication as a cyclical process of convergence and divergence over time is presented. (Author/MM)

ED 234 150 CE 036 726

Temkin, Terrie
Mapping the Terrain of Continuing Allied Health Education.
PUB DATE- 12 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Allied Health Occupations; Allied Health Occupations Education; Allied Health Personnel; *Continuing Education; *Educational Needs; *Student Educational Objectives; Student Needs; *Teaching Methods

A number of factors make continuing education in the allied health professions a unique category of adult education. The mandatory nature of continuing allied health education violates two of the basic tenets of adult learning theory--that adults voluntarily participate in learning to satisfy personal needs and that adults are generally not comfortable in a structured atmosphere. In addition to being flexible, however, the adult educator providing continuing allied health education must thoroughly understand the educational needs of allied health personnel. The educational goals may be influenced by organizations with an interest in the educational achievement of allied health personnel. Characteristics of allied health personnel make them atypical adult learners. Common personality types include the "lifer," the transient, ex-military personnel, individuals whose licenses are expiring and who need additional continuing education units quickly, and individuals sent by their supervisors. Various educational settings--the hospital, meetings of professional organizations, and public seminars--have advantages and disadvantages. Some innovative and some effective traditional educational techniques that enhance learning experiences are the workshop or seminar, skills training conducted by staff members, educational television and films, computer-assisted interactive video instruction, and simulations. (YLB)

ED 234 219 CE 036 965

Walk, Mary

Curriculum Development for the Tourism Option of the Hospitality, Restaurant Management Program. Final Report.

Saint Louis Community Coll. at Forest Park, Mo.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 31 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- Behavioral Objectives; Career Education; Competence; *Curriculum Development; Guidelines; *Hospitality Occupations; *Instructional Materials; Job Skills; Learning Activities; *Marketing; Material Development; Occupational Information; Records (Forms); Salesmanship; Secondary Education; Service Workers; *Tourism; *Trade and Industrial Education; Work Experience
IDENTIFIERS- Missouri

A project was undertaken to develop classroom materials for a tourism program that would integrate work experience and classroom instruction. After reviewing available literature, conferring with other educators, and conducting a series of interviews with persons employed in the hospitality industry, the researcher developed a set of instructional materials that focused on the sales and marketing skills required for jobs in the tourism industry. These project-developed materials included competency lists, an overview of the lodging industry, 10 job descriptions, material on career progression, a step-by-step description of travel agent responsibilities with a client, training guides, a learning contract form, and an outline of a course on hospitality sales and marketing. After these materials were developed, they were presented in an internship class and evaluated to determine their effectiveness. (The classroom materials mentioned above are appended to this report together with sample learning contracts and employer rating forms.) (MN)

ED 234 291 CG 016 885

Vicary, Judith R.; Resnik, Henry
Preventing Drug Abuse in the Workplace. Drug Abuse Prevention Monograph Series.
Pacific Inst. for Research and Evaluation, Lafayette, CA.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
REPORT NO.- DHHS-(ADM)82-1220
PUB DATE- 82
CONTRACT- NIDA-271-78-4665
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Alcoholism; Business; *Drug Abuse; Drug Rehabilitation; Health Programs; Industry; *Inplant Programs; Intervention; Policy Formation; *Prevention; Program Costs; Program Descriptions; *Program Development; State of the Art Reviews; Work Environment

This monograph is designed to help employers, employees, managers, and union officials develop effective workplace policies and programs to prevent drug and alcohol abuse and other health problems. The text of the monograph: (1) presents information regarding the costs of drug and alcohol use in the workplace, and evidence of potential cost-savings (in dollars and in human energies and aspirations) that may have resulted from different programs; (2) describes the evolution of programs in the workplace, including evolution from single- to multi-problem area programs and the options available, ranging from primary prevention to treatment and rehabilitation; (3) describes different types of programs that have been introduced; and (4) briefly analyzes issues to consider in developing and implementing a primary prevention/early intervention program in the workplace. A reference list and an appendix listing sources of additional information about drug abuse prevention/health promotion programs in the workplace are included. (Author/WAS)

ED 234 337 CS 007 124

Schemata. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Abstract Reasoning; Cognitive Processes; *Concept Formation; Definitions; Educational Research; *Reading Instruction; *Schemata (Cognition)
IDENTIFIERS- Fact Sheets; PF Project

Schemata, as defined recently by reading researchers, represent generic concepts which are stored in memory. They include underlying objects, situations, events, actions, and sequences of actions for use in interpreting new experiences. Research on schemata suggests that teachers need to pay attention to the types of questions they ask when discussing reading assignments and to vary both questioning techniques and instructional content so that students can develop all the reading skills they will need to increase their comprehension. A list of five references for further reading is included. (JW)

ED 234 353 CS 007 285

Tillman, Chester E.; And Others
The Electrophysicology of Oral Reading Errors.
PUB DATE- 73
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Error Analysis (Language); *Error Patterns; Language Processing; *Minimal Brain Dysfunction; Reading Diagnosis; *Reading Difficulties; Reading Research; Remedial Reading; Research Methodology; *Visual Stimuli; *Word Recognition
IDENTIFIERS- Visually Evoked Responses

Researchers investigating the cerebral information processing of visual stimuli have usually followed the pattern of stimulating the subject's eyes with light and observing accompanying changes in brain wave patterns. Such visually evoked responses (VERs) have been found to discriminate bright from dull children and dyslexic from normal readers. Research in this area has also shown that "familial reading dysfunction" subjects (those who are retarded in reading even though they are normal in other respects) have an inverted right occipital lobe VER with respect to their posterior midline VER. A study was conducted to determine if children with inverted VERs were different from children with normal VERs with respect to the types of errors made in recognizing isolated words. Subjects, 20 inverted VER children and 11 normal VER children, completed a number of tests designed to measure listening comprehension, intelligence, word recognition, and oral and silent reading ability. Results showed that the inverted VER children made more omissions and irrelevant substitutions while recognizing isolated words than did the normal VER children. In addition, the normal VER children substituted significantly more words with the same beginning letter or sounds, suggesting that they were more systematic in their word attack procedures. (FL)

Lapierre, Christine; Poole, Gary
A Novel Approach to Reading.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Books; *Childrens Literature; *Classroom Techniques; Course Descriptions; *Interdisciplinary Approach; Intermediate Grades; *Literature Appreciation; *Novels; *Reading Instruction; Reading Materials; Reading Skills; Teaching Methods
IDENTIFIERS- Inferences

A Colorado elementary school has developed reading units for the intermediate grades using novels written for children. Classes range from those in which one novel is taught per year to those in which novels form the entire reading program. These novel presentations are guided experiences, much the same as developmental reading lessons in most basal series. Specifically, teachers build background for each chapter, introduce new vocabulary that students will be unable to decode using context, give a reason for reading, and assign the chapter to be read silently. Following silent reading, teachers discuss the chapter orally, or assign the students higher level comprehension questions to be answered on paper. Most often, these questions are designed using Bloom's Taxonomy, and are of an inferential rather than a literal level of interpretation. Reading skill work, such as vocabulary development and decoding skills, appreciation of style, technique, and plot development can be addressed using the novels, while the language usage skills of the basal materials can be addressed during a separate language period so they do not detract from the reading time. The possibilities for interdisciplinary activities, such as tracing a voyage or studying the locale of a particular story, are limitless. Students can also compose their own study questions using Bloom's Taxonomy. (Chapter questions for a suggested novel and a list of appropriate titles and their recommended readability levels are included.) (HTH)

ED 234 508 EA 016 095

Odden, Allan
School Finance Reform: Past, Present and Future. Issuegram 26.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Educational Equity (Finance); *Educational Finance; Educational Trends; Elementary Secondary Education; *Finance Reform; School Funds

This paper examines past school finance reforms of the 1970's, current reforms in the 1980's, and future reforms in the 1990's. Fiscal inequities targeted in the reforms of the seventies resulted in major structural changes in the school finance systems of over 30 states. The reforms not only improved fiscal equity but helped increase substantially the level of dollars allocated overall to public schools. While fiscal equity remains the primary issue today, school finance reform debates also address three additional needs: program and service equity, balanced budgets, and improved school quality despite current scarce resources. Three major social trends suggest that new issues will be added to the school finance policy agenda soon. First, the shift from an industrial to an information society is substantially changing the composition of the nation's economy and the types of education needed to support its growth. Second, the leveling of public education funds, which traps school districts between rising demands and falling resources, is likely to give rise to new revenue raising schemes such as education foundations and fee-for-service activities. Third, computers, video disks, and related technologies will heavily influence the organization and structure of education practices and finance. (PB)

ED 234 557 EC 160 424

Reinhardtsen, Janet M.
Special Education Courses for the Learning Disabled: Alternative Techniques for Teaching Special Education and Education Courses to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Techniques; *College Students; Higher Education; *Learning Disabilities; *Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

An educator involved with the Higher Education for Learning Disabled Students (HELDS) project discusses modifications made by faculty for LD students. Changes are reviewed for traditional lecture courses, seminars, methods, courses, practica, and teacher education tests. Examples of problems exhibited by LD students are described (reading problems, math disabilities, spelling problems, handwriting/fine motor disabilities, written expression problems, organizational difficulties, receptive and expressive language/interpersonal relationship problems). A syllabus is presented for a special education course in diagnosis and assessment of exceptional children. Components of criterion assessments and a behavioral checklist for LD adults are illustrated in appendixes. (CL)

ED 234 164 CE 036 819

A Secondary School/Area Vocational Technical School Cooperative Career Guidance Project Based on the Assessed Needs of High School Juniors.

Wichita State Univ., Kans.

SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE- 1 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Choice; Career Education; *Career Guidance; *Career Planning; *Cooperative Programs; Educational Cooperation; Grade 11; *High Schools; Needs Assessment; Postsecondary Education; Regional Schools; Secondary Education; *Student Needs; Surveys; *Vocational Schools

A project provided 2,307 high school juniors in 44 schools in Kansas with a career planning experience through use of the Career Planning Program (CPP), a career guidance instrument. Twelve area vocational-technical school counselors functioned as technical skills trainers to high school counselors and as test materials liaison persons. Data were collected from 1,948 of those students with the Student Needs Assessment Survey (SNAS). The suggested procedure in use of CPP and SNAS was a four-step process: preassessment activities to initiate student thinking about career decision making; assessment; interpretation sessions; and followup activities involving students, parents, and others. Student and counselor evaluations indicated they placed high value on the benefit of the experience. Student needs were identified in such areas as obtaining information and experience in areas related to career exploration and choice, obtaining more specific information about postsecondary educational possibilities, increasing skills in various educational areas, and learning more about self and others through counseling. (Four tables are included. Appendixes, amounting to over one-half of the report, include lists of participants, a followup questionnaire and data, the SNAS, and a profile of career applicants.) (YLB)

ED 234 178 CE 036 871

Rouw, Robert; And Others
The Work Survival Skills Training Curriculum Manual.
Austin State School, Tex.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Disabilities; Dismissal (Personnel); Employee Attitudes; Employment; Employment Interviews; *Employment Potential; Employment Problems; Entry Workers; Guidelines; Job Search Methods; *Job Skills; Mainstreaming; *Mental Retardation; Postsecondary Education; Secondary Education; *Self Actualization; Self Evaluation (Individuals); Student Attitudes; *Teaching Methods; Units of Study; Vocational Education; *Work Attitudes

IDENTIFIERS- Texas

This guide presents a new approach to the teaching of the behaviors relating to job skills and the maintenance of successful employment for handicapped persons, in particular the mentally retarded. The manual is divided into three major learning areas: those of skills, knowledge, and attitudes. Unit 1 on skills contains two subsections that deal with (1) work skills (behavioral traits, not job skills) providing the link between the classroom and the job site by bringing into perspective the relationship between classroom activities and how they pertain to the student's work and (2) interpersonal skills, with regard to self concepts, specific situational usage, and how they relate to work. Unit 2 on knowledge deals with materials needed to provide the vocational student with a base of learning in various subjects directly related to work. Subsections of this unit focus on orientation to work, self knowledge, job seeking, the interview, and necessary related knowledge. The last unit on attitudes concerns how the students' affective displays of appearance and behavior may be interpreted as a reflection of their attitudes towards work and work ability. Grooming and manners are discussed in this section. Concluding the manual is a section devoted to the reasons why people lose their jobs; it is intended to illustrate to the students why they should maintain certain standards of behavior. For each of these sections, some or all of these items are provided: goal, objectives, methods, learning activities, examples, notes, materials, and evaluation. Appendixes to the manual contain plans for group training and for role playing and a glossary of basic communication skills. (KC)

ED 234 205 CE 036 938

Lopez-Cox, Guadalupe
Auto-Mechanics Course. Bilingual Vocational Instructional Materials.
Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; *Auto Mechanics; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; Course Content; Course Descriptions; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Instructional Films; Job Skills; *Lesson Plans;

Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

This auto-mechanics course, one of a series of bilingual English-Spanish vocational education courses, is designed to introduce the basic skills that an automotive mechanics student should know. It is geared to teach the student basic manipulative skills, safety judgments, proper work habits, desirable attitudes, and proper behavior for initial employment in the automobile mechanics field. The course covers the engine, the electrical system, brakes, steering and suspension, power train, engine-supporting systems, tune-ups, and air conditioning, providing handouts or transparencies for these topics. The course also contains a detailed sample lesson plan on vocabulary for auto mechanics as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

ED 234 262 CE 037 079

Career Preparation Program Curriculum Guide for: General Mechanics.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-8984-9
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Bibliographies; *Career Education; Cooperative Education; Course Descriptions; Curriculum Guides; Diesel Engines; Electricity; Engineering Drawing; Engines; Equipment; Hand Tools; High Schools; Human Relations; Learning Activities; Learning Modules; Motor Vehicles; Postsecondary Education; Program Descriptions; Safety; Secondary Education; *Trade and Industrial Education; Welding

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the general mechanics program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from one to nine modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 23 units in the grade 11 program and the 13 units in the grade 12 program include cooperative career preparation; school practices, human relations, and safety procedures; tools and equipment; fasteners; technical reading, writing, and reporting; mechanical drawing; gas welding; electricity; wheels, hubs, and tires; hydraulic systems; brake systems; engines; fuel systems; cooling systems; lubrication systems; clutches; transmission; driveshafts and drivelines; steering systems, suspension, and frame designs; soldering; electrical systems; power brake systems; emission control systems; and differentials. Section four lists resource materials. (YLB)

ED 234 306 CG 016 900

Cook, Jimmie E.
Children in Crisis: The Academic Effect.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Ability; Elementary Secondary Education; *Emotional Adjustment; Higher Education; Reading Ability; *Stress Variables; Student Problems; *Student Reaction; *Students; *Teacher Role
IDENTIFIERS- *Crisis Management

Serious crises (death, divorce, hospitalization, moving, and physical, emotional, or sexual abuse) occur to the students a teacher sees daily, and teachers must learn to help students when these problems occur. To determine the extent and effects of such crises on academic work, students (N=300) from grades 2-6, 9-12 and college, who had undergone a crisis during their elementary years, participated in interviews. The results showed that all the students felt the crisis had interfered with their school work. Of the 200 students in grades 9-12 and college, 87 said the impact was short-lived, while 113 felt they never returned to their prior level of performance. Those who reported a short-lived interference indicated they had received help during the crisis through talking with teachers, parents, or friends. Of the children in grades 2-6, who were still dealing with the crisis, most (83) were reluctant to discuss it; the 17 who were handling it well indicated that parents, teachers, and friends discussed the crisis openly with them. All students said that reading was most affected, with a large majority feeling they had not overcome the loss of interest or ability in reading. (WAS)

ED 234 385 CS 207 670

Agee, Warren K.; Traquina, Nelson
The Post-Revolutionary Portuguese Press: New Faces, Old Problems.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Federal Legislation; Financial Problems; Foreign Countries; Freedom of Speech; *Government Role; Illiteracy; Information Dissemination; Mass Media Effects; *News Media; *Newspapers; *News Reporting; *News Writing; Political Attitudes; Press Opinion; Public Opinion
IDENTIFIERS- *Portugal

The Portuguese press is now guaranteed free access to official sources of information, professional confidentiality, freedom of publication and of competition, and the independence of the professional journalist; yet its ability to influence public opinion is limited by a traditional expectation of governmental repression and by present financial difficulties. The government's control of five daily newspapers representing almost 50% of the daily press's total circulation, the disproportionate strengthening of state-owned newspapers by government grants based on circulation, and the politicization of most newspapers through government appointment of many newspaper directors are a few of the factors restricting newspapers' political independence. A readership limited to urban, educated citizens and the financial weakness of most newspapers--caused by low circulation, excessive competition, heavy printing costs, and inflation--are some of the sources of the newspapers' financial problems. The Portuguese press must continue to work toward political and economic independence in order to perform its duty of informing public opinion. (MM)

ED 234 401 CS 207 821

Kwalick, Barry, Ed.; And Others
Selected Papers from the 1982 Conference "New York Writes: Kindergarten through College" (New York, New York, April 3, 1982).
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Proceedings (021)
DESCRIPTIONS- Cross Cultural Studies; Educational Trends; Elementary Secondary Education; English (Second Language); Higher Education; *Language Acquisition; Language Arts; Language Research; Oral Language; Peer Evaluation; Revision (Written Composition); *Verbal Communication; Writing Evaluation; *Writing Instruction; Writing Processes; Written Language
IDENTIFIERS- Language across the Curriculum

Presenting sound instructional strategies and writing theories, these proceedings of a conference held at Marymount Manhattan College address the needs of writing teachers at all educational levels. Following an introduction outlining the conference and the "New York Writes" project, the keynote address discusses the renewed interest in taking writing seriously. The 15 conference papers are arranged in four areas, the first group of which stresses the importance of articulation, both vertically from elementary school through college and horizontally through a single institution. The second group examines curricular materials and research in English as a second language instruction, while the third group showcases the writing processes of students at work. The fourth group reflects the theme implicit throughout the proceedings: all language experiences, from the mundane to the most artistic, can be used in writing classes. (HTH)

ED 234 416 CS 207 860

Greene, Jennifer E.

The Nature and Development of Letter Writing in Hispanic and Anglo Children Using a School-Based Postal System. Final Report.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
GRANT- NIE-G-81-0119
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Students; Elementary Education; English; Interpersonal Communication; Learning Activities; *Letters (Correspondence); Socioeconomic Status; *Spanish Speaking; Student Motivation; Student Writing Models; *Writing Exercises; *Writing Improvement; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Audience Awareness; Theory Practice Relationship

Most school writing required of students is done in artificial situations that have little resemblance to the writing demands people actually face. For this reason, students often fail to see the value of writing and thus produce writing that does not reflect their true ability to communicate. In a bilingual Los Angeles school serving students from low income Hispanic and Anglo backgrounds, a method was devised to make writing more meaningful. Students in grades two through four were asked to write letters each day to anyone in the school they chose. These letters were then distributed through a school "post office" system. Students were free to write in English or Spanish; the letters were not graded, or even read, by teachers; and students wrote whatever they wished. Letters written by 32 students were analyzed for three aspects of writing development: (1) the acquisition of the ability to write and respond to letters, (2) the purposes for which students wrote, and (3) the acquisition of the ability to take another's perspective. Results indicated that while the students were not becoming good writers instantly, they were developing fluency and learning that writing can be fun and rewarding. The findings contributed to theory and practice by showing the use of an effective instructional method and by enabling researchers to study samples produced in response to a real writing situation. (Extensive writing samples are included in the text.) (FL)

ED 234 465 EA 015 847

Master Plan for Educational Facilities: Midland Park, Bergen County, New Jersey.

Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.

SPONS. AGENCY- Midland Park Borough School District, NJ.
PUB DATE- May 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)
IDENTIFIERS- *New Jersey (Midland Park)

Midland Park, New Jersey, is a small borough with an estimated population in 1978 of 8,500 persons. The first part of the master plan for educational facilities in the area begins with an overview using maps to illustrate characteristics including its topography, relationship to key population centers and major transportation routes, boundaries, and public facilities. The text summarizes the historical background of the borough and describes local industry and business, current school systems, and environmental factors. Demographic factors described in text, maps, and tables include zoning and land use, housing, population characteristics, and enrollment data and estimates. A section on the education program explains the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. A table gives some selected facts about the three existing schools, followed by a description of each along with site and floor plans and facility needs. The final portion of the report deals with alternatives that could be followed within the next 10 years with major short-term and long-term maintenance and renovation projects. (MLF)

Behling, Herman E., Jr.
What Recent Research Says about Effective Schools and Effective Classrooms.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Classroom Research; *Educational Environment; Educational Improvement; Educational Quality; Elementary Secondary Education; Instructional Improvement; Preschool Education; Principals; Program Effectiveness; *School Effectiveness; *Teacher Effectiveness

Focusing on 67 studies written since 1970, this report reviews the literature on the topic of school effectiveness to discover those characteristics most in evidence in effective schools and classrooms. Research on effective schools has concentrated on such topics as school climate, the role of leadership, students' preschool experiences, and class size. School climate studies, for example, have examined the high expectations of effective schools and their students' acceptance of school norms. Leadership studies have concluded that the principal sets the tone of success in effective schools by emphasizing high expectations, a congenial atmosphere, reading skills, and careful evaluation of student progress. Students who attend preschools, it has been found, score significantly higher in achievement than others and so contribute to the effectiveness of their later education. Class size, however, has a debatable influence on student achievement. Research on effective classrooms has concentrated on such topics as teacher expectations, individualized instruction, and the role of time in learning. High expectations produce high achievement, it has been found, and most teachers are most effective in working with smaller groups of students. On the role of time in learning, studies have shown that the more time allocated to a content area, the higher was the academic achievement; students spending much time engaged in activities that promote learning are also higher achievers. (JW)

ED 234 539 EC 160 406

Feeney, Tawn R.
Preventing Emotional Disturbance in Abused and Neglected Children and Their Families through Early Intervention.
PUB DATE- 27 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Abuse; *Child Neglect; *Emotional Disturbances; Family Problems; Family Relationship; *Intervention; Parent Child Relationship; Prevention; *Psychological Characteristics

The paper examines the nature of child abuse and neglect, considers its effects on the emotional well being of the child, and describes treatment approaches. Emotional neglect is differentiated from emotional disturbance. Long-term effects of child maltreatment include irreversible physical danage to the central nervous system, emotional damage, psychological trauma, and variations in child development. Research is cited on 12 psychological characteristics of abuse/neglect, including failure to thrive, neurological dysfunction, impaired speech and language, hyperactivity, withdrawal, socially deviant tendencies, learning disability, and suicide. Intervention and treatment for the infant and preschool child are explored, including therapeutic preschools, crisis intervention, foster care, parent education and psychotherapy, and self-help and support groups. Signs of change for children (such as increased attention spans and increased interest in people) and parents (improved self-image and friendship) are pointed out. (CL)

ED 234 276 CE 800 015

Frey, Marlin L.
Newell Truck Stop Testing Program.
Newton Unified School District 373, Kans.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Evening Programs; *High School Equivalency Programs; Pamphlets; Program Descriptions; School Districts; Testing; *Testing Programs
IDENTIFIERS- *General Educational Development Tests; PF Project; Press Releases; *Truck Drivers

A unique program for providing General Educational Development (GED) diploma testing is described in this document which includes a brief description of the program, a press release, and a brochure. The program, developed by the Newton, Kansas, Unified School District No. 373, is intended to encourage truck drivers to get their diplomas by administering the tests right at the truck stop and scheduling them at night or by special appointment when it is convenient for the driver. The press release includes a case history of the first person to receive a diploma through the program and background on how the program evolved. The brochure briefly describes the tests and provides information on enrolling in the program and taking the tests. (DC)

ED 234 322 CG 016 916

Phillips, Jonathan; Rust, James O.
Spouse Abuse: How Family Power is Shared.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; College Students; Decision Making; *Family Structure; Higher Education; *Power Structure; *Racial Factors; Sex Differences; *Socioeconomic Status; Whites
IDENTIFIERS- *Spouse Abuse

Although spouse abuse is a common occurrence it rarely results in prosecution; among the reasons for the low prosecution rate is the disproportionate degree of power in the marital relationship. To look at instances of spouse abuse in black and white families, and to examine the distribution of decision making influence in these homes, 366 undergraduate students completed two questionnaires assessing spouse abuse and the distribution of marital power. Of the 366 volunteers 129 were males, 237 were females; 318 were white, 45 were black or other; 189 were from lower status homes, 197 were from middle class status homes. Results of statistical analyses showed that 33 percent of the students reported some instances of parental spouse abuse during a typical year while they were growing up. Perception of family power was significantly influenced by students' sex, race, and socioeconomic status. Overall, the results showed equally wide ranges of spouse abuse and social status, with differences in violence not explained by race or social status. (WAS)

ED 234 433 CS 504 167

Dallinger, Judith M.
Communication Networks: A Literature Review.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Information Networks; *Models; *Organizational Communication; *Organizations (Groups); Research Methodology; *Research Needs; *Social Networks

Noting that networks of relationships between individuals and groups form organization-wide patterns that provide both the structure and the means of sustaining an organization, this paper argues that a complete understanding of organizations requires a basic understanding of these networks. Following a brief discussion of the nature of communication networks, the paper describes a model indicating aspects of communication networks that have been and need to be investigated. The described model includes three categories of potential interest: (1) the communication networks themselves, (2) inputs relevant to communication networks, and (3) the relationships between output and communication networks. Following the development of the model, the paper presents a review of communication network research categorized according to the model. (FL)

ED 234 449 CS 504 370

Borchardt, Donald A.
Theatre History: The Guided Design Approach.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; Course Descriptions; Course Evaluation; Decision Making; Discovery Learning; Group Activities; Higher Education; *Problem Solving; Student Participation; Student Projects; Student Research; *Teaching Methods; *Theater Arts
IDENTIFIERS- *Guided Design Approach (Teaching); *Theater History

The guided design approach to teaching theatre history encourages active participation in decision making while applying knowledge and learning subject matter concepts. The theatre history course at Rutgers University, New Jersey, uses this approach. With guided design, classroom time is not used for lectures, but is instead reserved for small group activity organized around an open-ended problem. Learning objectives, instructions, and written feedback are distributed in a step-by-step process as the problem is solved. The usual steps in the decision making process are (1) gathering information, (2) identifying the problem, (3) stating the goal of the work, (4) analyzing components, (5) generating possible solutions, (6) listing constraints, (7) making assumptions, (8) arranging facts, (9) choosing solutions, (10) analyzing, synthesizing, and evaluating solutions, (11) making recommendations, and (12) reporting work. A single problem, such as "scheduling a performance," may take two to four weeks to solve, depending on its complexity. The guided design approach motivates library research as well as required reading. When the Rutgers course was changed from lecture to guided design, students reported a positive change in every category of progress. The classroom atmosphere became more enthusiastic with much greater display of interest and an eagerness to study problems of theatre history in depth. (HTH)

ED 234 151 CE 036 772

Computer Literacy Data Processing Occupations. Competencies for Articulation.

Lincoln Public Schools, Nebr.; Nebraska Educational Service Unit 6, Milford.; Southeast Community Coll., Lincoln, Nebr.

SPONS. AGENCY- Nebraska State Advisory Council for Vocational Education, Lincoln.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Articulation (Education); Behavioral Objectives; *Competence; Competency Based Education; *Computer Literacy; *Data Processing; Data Processing Occupations; *Evaluation Criteria; High Schools; Job Skills; Occupational Information; *Performance Factors; Student Evaluation; Student Records; Test Items; Two Year Colleges; Vocational Education
IDENTIFIERS- Lincoln Public Schools NE

Developed by high school teachers and junior college instructors in cooperation with representatives of business and industry, these materials are designed to help students move from class to class, from secondary to postsecondary education, and from school to employment. The materials consist of student outcomes; competencies for job, advanced placement, and life application; sample records; and teacher keys. Each competency is made up of a task (what the student must do to demonstrate an ability to do the job), conditions and limitations (a description of the circumstances under which the student will demonstrate the skill), and criteria of acceptable performance. The teacher keys provide the correct answers to evaluations for these criteria. Two sets of competencies are included in the materials: (1) computer literacy competencies applicable to life uses, job competence, and advanced education and training and (2) occupational competencies in data processing applicable to initial employment and to advanced placement for educational purposes. Two record forms, one for charting competencies of all students in a class and the other an individual student record, are included in the materials. They may be used by students and teachers to chart progress toward specific knowledge and skills and as achievement records for presentation with job or postsecondary school applications. (KC)

ED 234 220 CE 036 966

Stanbery, Richard
Fluid Power/Basic Hydraulics. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. IE-108-I).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Engines; *Equipment Maintenance; *Equipment Utilization; *Fluid Mechanics; Guidelines; *Hydraulics; Job Skills; *Mechanical Equipment; Mechanical Skills; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- *Fluid Dynamics; Fluids; Missouri; Valves

This guide is designed to assist industrial vocational instructors in teaching a course on fluid power and basic hydraulics. Covered in the unit on the basics of fluid power and hydraulics are the following topics: the fundamentals of fluid power and hydraulics, basic hydraulic circuits, and servicing a hydraulic jack. The second unit, consisting of 18 lessons on the components of hydraulic systems, deals with the following topics: reservoirs; cleaning and inspecting vented reservoirs; laces, fittings, and couplers; replacing a reusable hose end; seals; installing an O-ring; installing a mechanical seal; filters; hydraulic fluids; pumps; pump operation; disassembling, inspecting, and reassembling a gear pump; disassembling, cleaning, inspecting, and reassembling a pressure-compensated variable displacement pump; hydraulic valves; disassembling, inspecting, and reassembling a directional control valve; cylinders; hydraulic motors; and hydraulic accessories. Each unit contains both informational and demonstration lessons. Included in the information lessons are a title page, an outline of key points, transparency masters, review points, an assignment sheet, and evaluation items. The demonstration lessons consist of a title page, steps of the procedure being taught, review points, and evaluation items. A competency profile concludes the guide. (MN)

ED 234 234 CE 036 996

Daugherty, Mabel

Estate Planning.
Southeast Missouri State Univ., Cape Girardeau.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jul 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Consumer Education; *Estate Planning; Guidelines; Instructional Materials; Lawyers; Learning Activities; *Money Management; Occupational Home Economics; Property Appraisal; Secondary Education; State Legislation; *Taxes; Trusts (Financial); *Wills

This module, consisting of materials for use in conducting a consumer education mini-course, deals with estate planning. Covered in the individual sections are the following topics: an introduction to estate planning, the Missouri Probate Code and Missouri laws of descent, property ownership, estate taxes, wills, gifts and trusts in estate planning, and selection of a lawyer. Each lesson contains an outline of the major concepts covered in the lesson, suggested activities, a list of instructional materials included in the lesson, a list of pertinent references, test questions, an answer sheet, an information outline, and transparency masters. (MN)

ED 234 248 CE 037 024

Writing a Letter of Application. Cooperative Occupational Education, Unit 9. Instructor Material and Student Material.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

PUB DATE- 83
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; Instructional Materials; *Job Application; Learning Activities; *Letters (Correspondence); Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce what constitutes a proper letter of application. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on three information topics: writing a letter of application, what to include in a letter of application, and the correct form for a letter of application. (YLB)

ED 234 354 CS 007 289

Tillman, Chester E.
A Comparison of Perceptual Motor Skill with Auditory Comprehension as Correlates of Word Recognition, Oral Reading, and Silent Reading.
PUB DATE- 74
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Style; *Comparative Analysis; Correlation; Listening Comprehension; *Perceptual Motor Learning; Primary Education; *Reading Achievement; *Reading Centers; *Reading Diagnosis; Reading Difficulties; Reading Research; Remedial Reading; *Test Validity
IDENTIFIERS- *Bender Visual Motor Gestalt Test

A study was conducted to examine the relationship of perceptual motor skills as measured by the Bender Visual Motor Gestalt Test to word recognition, oral reading, and silent reading. In addition, perceptual motor skill and auditory comprehension were compared as correlates of the three reading variables. Subjects were 60 primary grade students in a clinical setting. Although the sample had been referred to the clinic for suspected reading problems, two-thirds of them were not in need of remedial assistance, and many were reading significantly above their grade placement. All were high within the average range for the WISC Full Scale IQ Test. The subjects were administered the Bender test--scored according to the Koppitz system--the results of which were compared to the word recognition level, instructional level, and independent level achieved on Spache's Diagnostic Reading Scales (SDRS). Auditory comprehension scores were obtained from the potential level of the SDRS. Results showed that perceptual motor skill, as measured by the Bender, was not sufficiently independent of IQ to be useful as a potential predictor of reading skill. Also, auditory comprehension was consistently higher in correlation with word recognition, oral reading, and silent reading than the Bender test. The findings suggest that although the Bender might be a useful tool for many clinicians in helping to recognize other problems, it is not a valid predictor of reading ability. (FL)

ED 234 480 EA 016 021

Management Uses of Microcomputers. The Best of ERIC on Educational Management, Number 71.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Computer Literacy; *Computer Oriented Programs; Computer Programs; *Educational Administration; Educational Research; Elementary Secondary Education; Literature Reviews; *Management Information Systems; *Microcomputers; *Minicomputers

This annotated bibliography lists 12 items in the ERIC system that concern various applications of microcomputers in educational management. The literature here annotated examines the development of management information systems, papers on administrative computing presented at the 1982 Association for Educational Data Systems conference, educational budgeting and computer technology, steps to follow in choosing administrative software or a student information management system, hidden costs of office computerization, and the development of a simple, unified information base by using a database management system. Other annotated documents examine microcomputers in planning and monitoring custodial work, controlling inventory, computerized purchasing, the importance of school managers' awareness of the "human factor" when introducing new technology to school staff members, microcomputer applications in educational program planning development, and the development of a computerized record-keeping system to reduce paperwork created by efforts to comply with certain government regulations. (PB)

ED 234 509 EA 016 096

McGuire, C. Kent
School Finance Litigation. Issuegram 27.
Education Commission of the States, Denver, Colo.
PUB DATE- 11 Feb 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Bulletins; *Court Litigation; *Educational Equity (Finance); *Educational Finance; Educational Resources; Elementary Secondary Education; Equal Education; Equal Protection; *Finance Reform; Property Taxes; *School District Spending; School Taxes; State Aid; *State Courts; State School District Relationship; Student Needs
IDENTIFIERS- Fourteenth Amendment; United States Constitution

This review of the history of school finance litigation highlights various rulings of the courts and the ways that legal strategies have changed over time. Originally the school finance cases were based on the equal protection clause of the Fourteenth Amendment to the U.S. Constitution, the argument being that differences in per pupil spending had to be related to differences in student need. This was rejected by the courts on the grounds that a clear standard for assessing the education needs of pupils did not exist. Litigation strategies then focused on inputs to the education process, arguing that differences in the abilities of school districts to provide resources diminished opportunities in poor school districts. The student-need argument has reemerged more recently, and state school finance systems are being challenged on the basis of failure to structure funding systems to guarantee a thorough and efficient or ample education for all. Reviews of recent court cases are included. (MD)

ED 234 524 EC 160 068

Parette, Howard P., Jr.; Hourcade, Jack

The Effectiveness of Therapeutic Intervention with Infants Who Have Cerebral Palsy or Motor Delay.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cerebral Palsy; Infants; *Intervention; Literature Reviews; *Program Effectiveness; Research Methodology; *Therapy; Young Children

Eighteen studies (1952-1982) evaluating early therapeutic intervention for children with cerebral palsy are reviewed. Studies are explained to feature provisions of some type of traditional, neurophysiological/sensorimotor, or eclectic therapy and to have excluded pharmacological, dietary, or other specialized treatment procedures. Analysis is purported to reveal that as research paradigms become more rigorous in terms of reseach design and statistical analysis, empirical documentation of program efficacy becomes less likely. This finding is considered in light of two factors: the current levels of technology relating to instrumentation and the manipulation of the many variables thought to affect the effectiveness of therapeutic intervention. (Author/CL)

ED 234 192 CE 036 907

Vocational Home Economics Instructional Materials Exchange Network Plan. Final Report.
Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; Data Collection; *Exchange Programs; *Home Economics Education; *Information Dissemination; *Information Networks; Information Processing; Information Retrieval; Information Sources; Information Storage; Information Systems; *Instructional Materials; Linking Agents; Personnel Needs; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; Publicity; Questionnaires; Resource Materials; State Programs; State Surveys
IDENTIFIERS- *Texas

A project was undertaken to establish plans for a network through which postsecondary vocational home economics institutions in Texas could exchange instructional materials. After reviewing current literature on the idea of an instructional materials exchange, project staff mailed letters to the Board of Education in each of the 50 states regarding the possible existence of a sharing network in each state. Next, the researchers surveyed select postsecondary personnel throughout Texas to determine their level of interest in the concept of a materials exchange network. A tentative plan was then developed and submitted to all postsecondary vocational and technical deans or directors and program coordinators in Texas for their approval. Based on the administrators' responses, a three-year plan was developed for an instructional exchange network. Covered in the final plan are the following: methods of materials acquisition, evaluation, cataloging, storage, and retrieval; use of the computer in cataloging; needed physical facilities; recommended personnel requirements and qualifications; means of publicizing the network and encouraging membership; means of increasing communication and the human resource potential of the network; suggestions for using advisory councils, linking agents, and review boards; and evaluation of the total network operations. (MN)

ED 234 292 CG 016 886

Glynn, Thomas J., Ed.; Nelson, Jack E., Ed.
Public Health Issues and Drug Abuse Research. Research Issues 30.
Metrotec Research Associates, Washington, D.C.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS), Rockville, Md.
Div. of Research.
REPORT NO.- DHHS-(ADM)82-1238
PUB DATE- 82
CONTRACT- NIDA-271-80-3720
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Drug Abuse; Drug Education; *Drug Legislation; *Drug
Rehabilitation; Ethics; *Public Health; *Research Needs; *Research
Opportunities; Social Problems

This volume, 30th of a series dealing with social and behavioral implications of human drug involvements, contains abstracts of literature concerning public health issues relevant to the drug field. Intended to provide drug researchers with a sampling of drug-relevant literature (published in English since 1970) across a number of public health areas, 77 articles are summarized and arranged alphabetically by author within these sections: general/historical issues; legal issues; ethical and social issues; research issues; treatment issues; single-drug issues; and international issues. The document also provides an extensive, supplementary bibiliography of additional readings, which were chosen through searches of major clearinghouses, databases, library collections, special bibliographies, current issues of newsletters and journals, and bibliographies provided by a peer review panel. Author and subject indexes are also included. (WAS)

ED 234 338 CS 007 125

Bibliotherapy. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Bibliotherapy; Definitions; Elementary Secondary Education; Guidelines; Literature Reviews; Problem Solving; Self Concept
IDENTIFIERS- Fact Sheets; PF Project

A definition of bibliotherapy, who should conduct it, when and how it can be used, and some limitations are briefly addressed. Identification, catharsis, and insight are described as the three processes taking place in bibliotherapy. A list of techniques for accurately determining the needs of students, basic procedures in conducting bibliotherapy, and resources which include ERIC documents are included. (JW)

ED 234 370 CS 007 308

Karlin, Robert; Karlin, Andrea R.

Writing Activities for Developing Reading Comprehension.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Diagrams; Elementary Secondary Education; Higher Education; *Integrated Activities; *Reading Comprehension; *Reading Improvement; Reading Instruction; Sentence Combining; *Teaching Methods; Vocabulary Development; *Writing Exercises; Writing Instruction; Writing Skills
IDENTIFIERS- *Reading Writing Relationship

As both draw upon language and experience, and both deal with meaning, writing and reading can be learned concurrently. Writing activities having a positive effect on reading skills include notetaking and sentence combining exercises. A more productive way of improving reading comprehension through writing is to have students base their writing on what they are taught. For example, after learning to recognize cause and effect relationships, students can write on a topic of their choice using cause and effect, first with and then without signal words. Mapping and semantic webbing, activities closely related to writing, also increase comprehension. A writing activity building reading vocabulary has students replace words in a passage with synonyms; cloze passages are also beneficial to vocabulary development. Writing before reading permits a survey of relevant background knowledge, while postreading writing reinforces retention, both of which are beneficial to comprehension. Finally, rearranging out-of-order sentence or paragraph elements can increase the chunking skills used during text processing. (HTH)

ED 234 540 EC 160 407

A Home Intervention Handbook.
Lafayette County School District, Oxford, Miss.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Elementary Education; *Home Programs; *Intervention; *Learning Disabilities; *Mild Mental Retardation

A home intervention program for 18 learning disabled and educable mentally retarded elementary school children and their families included biweekly home visits during which parents were shown specific learning activities or games. Analysis of pre and post tests on the Peabody Individual Achievement Test (PIAT), the Wechsler Intelligence Scale for Children, Revised (WISC-R) and the Self Appraisal Inventory indicated that students who had participated in the program for 9 months had higher mean scores in the areas of Picture Arrangement, Object Assembly, and Performance IQ and in General Information and total score on the PIAT. Parents indicated an increase in children's positive attitudes towards school and family. Students met or exceeded the objective of gaining 4 months per academic year in all areas measured except mathematics. Sample objectives and activities corresponding to areas of the WISC-R are provided. (CL)

ED 234 558 EC 160 425

Bilyeu, E. E.
Practice Makes Closer to Perfect: Alternative Techniques for Teaching Foreign Languages to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Higher Education; *Learning Disabilities; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

The booklet reviews ways in which a foreign language teacher modified instruction as part of the HELDS (Higher Education for Learning Disabled Students) project. Basic principles in foreign language learning are reviewed, and the value of meaningful practice to allow students to focus on content and communication is emphasized. Strategies (such as modeling, opportunity for practice, and varying of the material) are discussed as are components involved in planning a class hour. A framework is offered for presenting and reinforcing objectives. A final comment touches upon the importance of using a variety of learning modalities. A criterion and behavioral checklist for adults with specific learning disabilities is appended. (CL)

ED 234 165 CE 036 826

Todd, Amelia B.

Agricultural Education Graduates' Attitudes toward Teaching Vocational Agriculture in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Education; *Career Choice; *College Graduates; Educational Research; *Employment Patterns; Higher Education; Preservice Teacher Education; Student Attitudes; Teacher Attitudes; Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation); Vocational Education; *Vocational Education Teachers; Vocational Followup

Factors were studied that were related to the supply and demand of vocational agricultural teachers in South Carolina. Study objectives were to identify trends in employment choice of agricultural education graduates and to identify factors that influence them to teach or to accept employment in other fields. Mailed surveys were returned by 84 graduates of the Clemson University Agricultural Education program. Results showed that less than one-half of the graduates can be expected to take agricultural teaching jobs, and approximately one-half of these will leave teaching for other jobs.

Positive influences to teach were working with students, a sense of accomplishment, and a strong belief in the value of agriculture. Negative factors were discipline problems in schools, salary level, and little appreciation or support by school administration. Recommendations to encourage agricultural education graduates to take teaching positions and remain in them included accentuating the rewards of teaching to reduce the impact of low salary, redesigning teacher education programs to give prospective teachers a realistic view of discipline problems, identifying and eliminating reasons for the poor relationship with administrators, and emphasizing the positive factors. (The survey is appended.) (YLB)

ED 234 206 CE 036 939

Lopez-Cox, Guadalupe

Construction Trade Course. Bilingual Vocational Instructional Materials.

Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
CONTRACT- TEA-11230096
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education Programs; *Bilingual Instructional Materials; *Building Trades; Construction (Process); Course Content; Employment Potential; Entry Workers; Job Skills; Postsecondary Education; Secondary Education; Spanish Speaking; Vocational Education; Work Attitudes

This building trades course, one of a series of bilingual English-Spanish vocational education courses, is designed to introduce the basic skills that a student must know in the construction field. It is geared to teach the student basic manipulative skills, safety judgments, proper work habits, desirable attitudes, and proper behavior for initial employment in the construction field. The course covers an introduction to good shop organization and practices, foundations, floor framing, wall framing, roof framing, special framing, exterior trim, interior trim, painting and decorating, and the construction business, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for construction workers as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

ED 234 277 CE 800 016

Christian, Susan M., Comp.
A Guide to National Organizations Engaged in State Youth Education and Employment Activities. The State Youth Initiatives Project. Working Paper #1.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Compliance (Legal); Federal Legislation; Federal State Relationship; *Information Sources; *Job Training; *National Organizations; Program Development; Resource Materials; State Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; PF Project

Fifteen national organizations involved in research, policy analysis, and/or implementation of state youth education and employment activities are described. This directory is intended to be a resource for persons responsible for adjusting programs to the requirements of the new federal employment and training legislation, the Job Training Partnership Act (JTPA). The description of each organization includes its mission, structure, funding, activities, additional areas of focus, periodicals, and publications. The organizations listed are: (1) American Vocational Association (AVA); (2) Council of Chief State School Officers (CCSSO); (3) Council of State Governments (CSG); (4) Education Commission of the States (ECS); (5) Institute for Educational Leadership, Inc. (IEL); (6) Jobs for America's Graduates, Inc. (JAG); (7) MDC, Inc.; (8) Manpower Demonstration Research Corporation (MDRC); (9) National Alliance of Business (NAB); (10) National Association of State Boards of Education (NASBE); (11) National Conference of State Legislatures (NCSL); (12) National Governors' Association (NGA); (13) National Institute for Work and Learning (NIWL); (14) National Youth Practitioners Network (NYPN); and (15) Public/Private Ventures (P/PV). A summary chart compares the key features of the organizations. (DC)

ED 234 307 CG 016 901

Fling, Sheila; Tayloe, Bryan

A Visitation/Training Program for Institutionalized Elderly.

SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Counseling; Counseling Techniques; *Depression (Psychology); Higher Education; Mental Health; *Nursing Homes; *Older Adults; Program Effectiveness; *Self Esteem; Volunteers; *Volunteer Training

Research on the use of paraprofessionals and trained volunteers for visitation programs with elders is limited. To determine the effects of a visitation program on nursing home residents and their college student and elder visitors, and to explore the effectiveness of special training for such visitation, nursing home residents (N=25) visited with 12 trained or 13 less trained college student visitors for 7 weeks. Of those residents, four visited with trained community elders for the next 7 weeks. Statistical analyses showed that residents' depression and self-esteem improved significantly over the first period, and regressed to pretest levels in the next. A measure of counseling skills supported the effectiveness of training since trained students showed greater skills, and residents' increase in self-esteem correlated significantly with visitors' counseling skills. Students improved significantly in counseling skills, knowledge of aging, and attitudes toward elders. Elder visitors improved significantly in knowledge of aging. (WAS)

ED 234 323 CG 016 917

Merritt, Frank M.; McCallum, Steve
The Relationship between Simultaneous-Successive Processing and Academic Achievement.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Achievement Rating; Cognitive Ability; Cognitive Measurement; *Cognitive Style; College Students; *Grade Point Average; Higher Education; *Learning Processes; Learning Theories; Serial Ordering; Student Characteristics
IDENTIFIERS- *ACT Assessment

The Luria-Das Information Processing Model of human learning holds that information is analysed and coded within the brain in either a simultaneous or a successive fashion. Simultaneous integration refers to the synthesis of separate elements into groups, often with spatial characteristics; successive integration means that information is processed in a serial order, so that information is surveyable only in a temporal, orderly manner, with knowledge of each bit of information dependent on the previous bit. To investigate the relationship betwen simultaneous-successive processing and academic achievement, undergraduate college students (N=157) completed six processing tasks: the Raven Progressive Matrices, memory for design, and figure copying (indices of simultaneous processing); and free recall, serial recall, and digit span-forward (indices of successive processing). Students' task scores were then compared with their cumulative grade point average (GPA) and American College Testing (ACT) composite scores. Analyses of results indicated that the level of simultaneous and successive processing was related systematically to GPA; high levels of both processing modes were necessary for high GPA achievement. Simultaneous processing seemed relatively more important than successive processing for high ACT performance, perhaps due to the ACT's emphasis on complex reading. (WAS)

ED 234 386 CS 207 687

Roche, James M.
Newspaper Subscribers' Response to Accident Photographs: The Acceptance Level Compared to Demographics, Death Anxiety, Fear of Death, and State Anxiety.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accidents; *Attitudes; *Media Research; *Newspapers; *News Reporting; *Photographs; Pictorial Stimuli
IDENTIFIERS- *Photojournalism; *Reader Response

One hundred and one subjects responded to a questionnaire examining newspaper readers' response to news photographs depicting accidents. Each questionnaire contained four different accident scene photographs, with cutline information stating that the individual in the photograph either had died or was not seriously hurt. Each photograph was accompanied by 20 questions measuring respondents' acceptance of the picture and anxiety level, and by requests for demographic information. The results showed that with three of the four photographs the respondents appeared more accepting of the "victim-lived" than of the "victim-died" photographs. The photograph judged most acceptable depicted a fireman who, in both cutlines, had rescued several people from floodwaters, giving the photograph an air of heroism. Women were less accepting of the photographs than were the men, regardless of the cutline. Socioeconomic status did not affect acceptance levels significantly. Respondents experiencing low levels of state anxiety were considerably more accepting of the publication of such photographs than those with high levels and, overall, the less educated were more accepting of the photographs than were the more educated. In most cases, respondents with high death anxiety were more accepting of the photographs. Those who had made telephone calls to a newspaper to complain about editorial content were less accepting of the publication of accident photographs. (Photographs and cutlines from the questionnaire are appended.) (HTH)

ED 234 402 CS 207 823

Myrsiades, Linda Suny
Problem-Solving Analysis and Business Writing.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; Business; *Business Communication; Cognitive Processes; Critical Thinking; Job Skills; *Persuasive Discourse; *Problem Solving; Schemata (Cognition); *Technical Writing; Writing (Composition); *Writing Skills

Problem solving skills such as patterning facts, locating problems, separating problems and solutions, and presenting effective written products are essential to success in the business community. Facts can be patterned using a grid relating a problem's effect at the individual, group, situational, and organizational level. Such a grid tests each solution's ability to solve a problem, for if a solution is inapplicable to the grid or fails sufficiently to account for the key elements in the grid, it must drop out of the problem solving process. To develop an effective problem statement, the patterns of relationships developed from facts must suggest the cause of the problem, the nature of the problem, and the effect or function of the problem. In addition, the problem should be factored more systematically to describe the immediate, the contingent, and the central problem as well as alternate or contributing problems. To separate the problem from the solution, specific criteria for

each objective, the problem facts it would be accounting for, and other problem facts that might be affected can be placed on another grid. The presentation of the facts, or the business analysis, should sequence strategy positioning material to develop progressively as a persuasive statement. In each instance, the issue should be related to the needs dictated by the problem to be solved and the use to which the report must be put. (HOD)

ED 234 417 CS 207 861

Gay, Pamela
How Attitude Interferes with the Performance of Unskilled College Freshman Writers. Final Report.
Old Dominion Univ. Research Foundation, Norfolk, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- NIE-G-81-0102
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; College Freshmen; Higher Education; *Negative Attitudes; *Student Attitudes; *Teacher Attitudes; *Teacher Influence; Writing Apprehension; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Writing Attitudes

A case study approach was used to explore the sources of negative attitudes toward writing of three unskilled college freshman writers. The studies included interviews both with the students concerning their writing histories and with their former high school English teachers. In addition, information was gathered about their verbal abilities and their high school grades. The data were examined for patterns that would explain the cumulative development of the students' negative attitudes toward writing, at least through high school and the beginning of college. Analysis of the data indicated that the three students held many misconceptions about the nature of writing that contributed to their negative attitudes and appeared to hinder the development of their writing abilities. For these students, writing appeared to be outer- rather than inner-directed--they wrote primarily to please the teacher and earn a grade rather than to please themselves and to learn. Overall, the findings suggested that the students' atttudes toward writing were shaped by their teachers' attitudes. (Appendixes contain a copy of the writing sample placement test used at the students' college, excerpts from student and teacher interviews, and excerpts of comments on student work made by consultants.) (Author/FL)

ED 234 434 CS 504 173

Himes, Kenneth G.
Academic Debate Paradigms: An Examination from a Rules Perspective.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; *Communication Skills; *Debate; Evaluation Criteria; *Evaluative Thinking; Higher Education; Instructional Improvement; *Models; *Persuasive Discourse; Public Speaking; Speech Communication; *Theories
IDENTIFIERS- *Theory Practice Relationship

Debate paradigms, which at one time established standards to help judges evaluate arguments and rules to guide debaters' argument choice and strategy selection, no longer offer consistent guidance for either judges or debaters. An increased emphasis on creativity and flexibility has led to a general unwillingness to use a rigid debate format. The communication theory (CMM) advanced by W. Barnett Pearce and Vernon E. Cronen, however, provides the basis for a flexible yet clearly communicated debate framework. Often referred to as "rules theory," CMM describes two types of rules: constitutive--which govern the assignment of meaning, and regulative--which define parameters for acceptable strategy choices within a given context. As applied to debate, this theory suggests that meaning, being both cognitive and context-dependent, is determined by six general hierarchical levels of organization: (1) content of the argument, (2) type of argument, (3) episode of communication or debate round, (4) perceived relationships between judge and debaters and among the debaters, (5) perceived role of debaters or judge, and (6) archetypal patterns of the debate community. By teaching debaters to coordinate the management of meaning in a debate round, coaches give them tools of perceptual management that can be used in a wide variety of situations. (MM)

ED 234 466 EA 015 848

Master Plan for Educational Facilities: Saddle Brook, Bergen County, New Jersey.

Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.

SPONS. AGENCY- Saddle Brook Township School District, NJ.
PUB DATE- Jun 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)
IDENTIFIERS- *New Jersey (Saddle Brook)

Saddle Brook, New Jersey, one of the oldest townships in Bergen County, had an estimated population in 1979 of 15,975 persons residing within its 2.7 mile boundary. Present educational conditions, community characteristics, and educational facility requirements are considered indepth in this master plan. Maps, tables, and text present demographic factors that include zoning and land use, housing, population characteristics, and enrollment data and estimates. Brief sections deal with support factors, transportation, and ethnocultural factors. The educational program for the area is spelled out in detail. The final two sections are concerned with the six existing facilities, with an analysis of data and a timetable for the master plan. A table gives some selected characteristics of the schools followed by descriptions of each, along with site and floor plans and facility needs. Tables giving the capacity of each school and the educational and physical evaluations are in the appendix. Recommendations are made to abandon one school and make significant improvements and conversions in the others. (MLF)

ED 234 494 EA 016 081

Levine, Victor
Estimating the Full Cost of Family-Financed Time Inputs to Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Family Financial Resources; *Family Income; *Human Capital; *Parent Financial Contribution; Parent Responsibility

This paper presents a methodology for estimating the full cost of parental time allocated to child-care activities at home. Building upon the human capital hypothesis, a model is developed in which the cost of an hour diverted from labor market activity is seen as consisting of three components: 1) direct wages foregone; 2) investments in on-the-job training foregone; and, 3) human capital losses associated with skill depreciation. The model is estimated for a sample of 535 mothers of elementary school children in an affluent district in New York State. For this sample, the full cost of an hour spent in child-care activities is estimated to be approximately twice the observed market wage. In terms of total resources entering the educational process (school plus home inputs), the analysis suggests that small changes in out-of-school time use represent substantial changes in the overall length of educational resources allocated to children. (Author)

ED 234 525 EC 160 088

Milner, Edward W.
Reflections on the MEC Consortium: Classroom Teacher as Teacher Educator.
PUB DATE- 4 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competence; *Consortia; *Disabilities; Educational Objectives; Elementary Secondary Education; Experiential Learning; Higher Education; *Interprofessional Relationship; *Policy Formation; Program Administration; Program Development; Special Education Teachers; Teacher Administrator Relationship; *Teacher Education; *Teacher Participation
IDENTIFIERS- *Metrolina Educational Consortia NC

The role of teachers serving as policy board members of the Metrolina Educational Consortium (MEC) in North Carolina is discussed. The MEC is concerned with teacher education programs and is composed of classroom teachers, college representatives, local education agency staff, and state education department staff. The board members are mandated to consider the following six questions: (1) Have teachers contributed to the development, implementation, and evaluation of programs? (2) Have teachers helped to establish the managerial structure of the consortium? (3) Have teachers helped establish entry levels of competence for the program? (4) Have teachers contributed to the procurement of resources? (5) Have teachers had a role in designating experiences to meet needs (i.e. to design programs and needs assessment questionnaires)? and (6) Have teachers helped determine the exit level of their participants? It is concluded that, unlike a number of teacher education programs, the MEC has had a parity arrangement among the board members representing teachers, administrators, and education officials. It is noted that in the case of a consortium, there is a good chance that at least one of the teachers will be a special education teacher. Specific concerns of special education teachers are noted, regarding the following: competencies needed by applicants for a program in special education, teacher input for the design of practicum experiences for special education teachers, and the exit level of competence of participants. (SW)

ED 234 179 CE 036 880

American Productivity Center Computer Conference on Training and Productivity for the White House Conference on Productivity (Washington, D.C., September 22-23, 1983). Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 300-83-0183
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Disabilities; Educational Needs; *Education Work Relationship; Employment Problems; Entry Workers; *Human Resources; Job Layoff; *Job Training; *Labor Force Development; Postsecondary Education; Productivity; *Reentry Workers; Retraining; School Business Relationship; *Technological Advancement; Unemployment
IDENTIFIERS- Dislocated Workers

Delegates to this training computer conference agreed that the scope of economic change is both accelerating and profound and, therefore, will require a wide variety of approaches to human resource development. Training is only a small part of this development. To meet future needs, the conferees discussed and made recommendations in four areas: the transition from school to work, transitions in the workplace, dislocation and reentry, and crosscutting issues (those affecting research in human resource development and training handicapped students). On the issue of the transition from school to work, conferees agreed that it was the responsibility of the schools to provide basic skills and occupational competencies but that employers could cooperate to increase the relevance of these skills and to make the transition more efficient and fair. Conferees considered proposals for providing better labor market information, more counseling and transitional services, and the formation of a National Youth Services Corps. Two themes emerged in the discussion of workplace transitions. The first centered on the view that volume of employee training would have to increase to meet technological changes, although it was doubted that these needs would be met fully, even with tax incentives to encourage employer-provided training. The second theme on employee motivation centered on a variety of merit-based incentives. On the third issue, it was recommended that employees dislocated through technological change receive assistance in finding new jobs and training if needed. Finally, the conference participants recommended that research linking human resources and productivity be increased and that greater efforts be made to tie handicapped persons to the world of employment. (KC)

Parmley, John D.
Kansas Vocational Education in Agriculture Supervised Occupational Experience.
Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agribusiness; *Agricultural Education; Career Choice; Course Descriptions; Curriculum Guides; Guidelines; Postsecondary Education; Program Descriptions; Secondary Education; *Supervised Farm Practice; *Vocational Education; *Work Experience Programs

Intended for secondary and postsecondary teachers of agriculture, this handbook presents guidelines for developing and supervising occupational experience programs. The first section is a general discussion of vocational education in agriculture. The next section considers identification of student occupational goals and development of an appropriate supervised occupational experience program. Sample forms and examples of a program plan for supervised farming are provided in section III. Section IV contains material on cooperative occupational experience in agribusiness, including information on program planning, training station selection, legal provisions for student workers, individual training plan development, training agreement development, and program supervision and coordination. These forms are included: a training station selection checklist, a training plan, and a training agreement. Suggestions for farm placement, laboratory experience programs, and programs for students with limited opportunities are offered in the last two sections. Appendixes, amounting to approximately two-thirds of the handbook, include the Vocational Agriculture Student Interest Survey, a sample school farm contract, sample lesson plans for teaching supervised occupational experiences (student objectives, a list of teaching aids, content summary and suggested teaching techniques, review and application), and 24 transparency masters. (YLB)

ED 234 249 CE 037 025

Completing Employment Forms. Cooperative Occupational Education, Unit 10. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- 83

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooperative Education; Curriculum Guides; Instructional Materials; *Job Application; Learning Activities; *Records (Forms); Secondary Education; Transparencies; Vocational Education
IDENTIFIERS- *Special Needs Students

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop student competency in completing employment forms. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on three information topics: types of employment forms, completing a social security number application, and completing a job application form. (YLB)

ED 234 263 CE 037 080

Career Preparation Program Curriculum Guide for: Business Education.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-8983-0
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bibliographies; Business; *Business Communication; Business Correspondence; *Business Education; *Career Education; Cooperative Education; Course Descriptions; Curriculum Guides; High Schools; Labor Relations; Learning Activities; Learning Modules; Money Management; *Office Machines; Office Occupations Education; Postsecondary Education; Program Descriptions; *Recordkeeping; Records (Forms); Secondary Education; Typewriting

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the business education program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing 5 to 27 modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the four units in the grade 11 program and the three units in the grade 12 program include cooperative career preparation, typewriting, business records, general business (economics, labor relations, personal finances), business communications, and business machines procedures. Section four lists resource materials. (YLB)

ED 234 399 CS 007 126

Suhor, Charles
Semiotics. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Curriculum Development; Definitions; Interdisciplinary Approach; Language Research; *Learning Theories; Reading Research; Semantics; *Semiotics
IDENTIFIERS- Fact Sheets; PF Project

Semiotics, the study of signs, is a relatively new and highly controversial area. Symbols, icons, and indexes represent the three types of signs. Semantics, pragmatics, and syntactics represent the three basic semiotic areas, with pragmatics having a growing influence in oral language and reading. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects--and even subjects not yet formulated--are ways of organizing signs. The range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: (1) oral language; (2) the written word; (3) the arts; (4) interdisciplinary study; and (5) the articulate exchange of ideas and feelings among students. A bibliography of 13 items is included. (JW)

ED 234 450 CS 504 371

Berquist, Goodwin
From Research Paper to Published Article.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communication Research; Graduate Study; *Professional Recognition; *Publications; Research Needs; *Scholarly Journals; Speech Communication; *Writing (Composition); Writing Skills
IDENTIFIERS- Audience Awareness; Research Papers (Students); *Writing for Publication

Developed as part of a program designed to examine why so few graduates of doctoral programs demonstrate their scholarship through the media of books and refereed publications, the four papers in this series address the question of publication. The first paper explains why one should publish, explores differences between graduate term papers and publishable manuscripts, and offers guidelines for new would-be authors. The second paper examines the question of what to publish, noting that the common needs are to write true to the call of one's intimate subject; to relate that intimate subject to significant dialogue occurring in the field; and to take a risk, a calculated risk, in doing it. The paper also suggests six newsworthy topics on developments in speech communication. How to publish is discussed in the third paper, which offers some general thoughts and guidelines to keep in mind when preparing a manuscript for publication, selecting an appropriate journal or related outlet, and otherwise going through the review process. The final paper comments on the problems of getting published and stresses the need for manuscripts to be well thought out, well expressed, and appropriate to a particular group of readers. (HOD)

Ferguson, Anne M.
Children's Literature--For All Handicapped Children.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Childrens Literature; *Disabilities; Elementary Education; *Mainstreaming; Peer Acceptance; *Student Attitudes; Teacher Role

Fourteen children's books which may help classroom teachers understand children with handicaps are described. The books deal realistically with a variety of handicaps (mental retardation, hearing impairments, blindness, physical disabilities, and multiple disabilities) and can be an effective tool in helping nonhandicapped children empathize and communicate with their handicapped peers. Following brief reviews of each of the books, specific benefits are suggested, including gaining insight and empathy, interaction skills, and becoming more sensitive toward the needs of the handicapped. (CL)

ED 234 355 CS 007 290

Principal - Reading. "The Vital Connection."
Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Elementary Education; Evaluation Criteria; Principals; *Program Effectiveness; *Program Improvement; *Reading Instruction; Reading Processes; *Reading Programs; Reading Teachers; Reading Tests; Resource Materials; *Teacher Administrator Relationship

Designed for use by elementary school principals, this guide contains suggestions for (1) assessing the effectiveness of the school reading program, (2) determining the instructional needs of teachers and the reading skill needs of students, and (3) implementing specific strategies to effectively accomplish desired reading program improvements. The first section of the guide deals with developing a working knowledge of reading and covers such topics as reading phases, reading skills, techniques for grouping sudents, instructional methods, and keeping records. The second section discusses the role of the principal in planning, evaluating, and implementing the reading program, while the third suggests ways to improve relations with teachers, parents, and professional organizations; lists helpful magazines and journals; and offers time management suggestions. The fourth section details the principal's responsibilities in staff development, and the fifth provides ideas for building public relations for the reading program. The sixth section contains a schedule for undertaking certain activities, and the seventh describes those activities in detail. The eighth section discusses different kinds of reading tests and offers criteria for selecting appropriate tests. Appendixes contain examples of forms and evaluation instruments, and definitions of reading terms. (FL)

ED 234 510 EA 016 097

Flakus-Mosqueda, Patricia

Responding to Change: Goals for State Public Education. Issuegram 29.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00 prepaid; quantity discounts; add $1.00 on non-prepaid orders to cover invoicing).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bulletins; *Educational Objectives; Elementary Secondary Education; Governance; State Boards of Education; State Departments of Education; *Student Educational Objectives
IDENTIFIERS- *Goal Analysis; *Goal Development

This paper examines formal goal statements for education systems from 43 states to determine the overall context of such statements, governance of education goals, and goals related directly to students and learning. Context is explored by determining who is responsible for developing goal statements, the reasons for articulating education goals, and the general features of goal statements. Education governance goals discussed involve management functions and program objectives. Academic, work-related, self-fulfillment, interpersonal, and societal goals related directly to student learning are also discussed. Although equity, freedom of access, and accountability remain as goals, the paper concludes that more recent statements have emphasized the quality of education and awareness of the importance of higher-order skills. (PB)

ED 234 559 EC 160 426

Reynolds, Roger R.
The Learning Disabled Student in a Television and Radio Announcing Course: Alternative Techniques for Teaching Mass Communication to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Broadcast Industry; *College Students; Course Content; Higher Education; *Learning Disabilities; Radio; Teaching Methods; Telecommunications; Television
IDENTIFIERS- *Higher Education for Learning Disabled Students

A professor of broadcasting describes accommodations he has made for learning disabled students in his course as a result of involvement with the HELDS (Higher Education for Learning Disabled Students) program. A case study of an LD student illustrates the progress made by the student through emphasis on articulation and pronunciation, use of taping equipment, and use of different learning modalities. The techniques, it is explained, have helped non-LD students as well. An outline is appended for the course on radio-TV announcing, and a behavioral checklist for LD adults is included. (CL)

DOCUMENT RESUME

ED 234 560 EC 160 427

McKernan, Cheryl C.
Spelling Is as Spelling Does: Alternative Techniques for Teaching Spelling to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; Course Content; Higher Education; *Learning Disabilities; *Spelling Instruction; *Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A professor involved with the HELDS project (Higher Education for Learning Disabled Students) discusses ways to modify instruction to accommodate students' spelling difficulties. Among methods cited are using chalkboards and quizzes to help students learn, re-explaining or presenting new concepts by using other kinds of formats or diagrams, teaching mnemonic devices, and modifying an inductive spelling program (appended) to include deductive tasks. Among other appendixes are a course syllabus and an example of a self-correcting spelling quiz. (CL)

DOCUMENT RESUME

ED 234 577 EC 160 450

Campbell, Rhodene; Mueller, Penny Jean
Help Your Child to Listen and Talk Better: A Workshop for Parents.
Toledo Public Schools, Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 83
AVAILABLE FROM- Toledo Public Schools, Project CHILD, Cherry Preschool, 340 Stanley Ct., Toledo, OH 43608 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Communication Disorders; Communication Skills; Hearing Impairments; *Language Acquisition; Language Handicaps; *Listening Skills; *Parent Education; Parent Role; *Parent Workshops; *Speech Skills

The manual describes a workshop designed to provide parents of normal and hearing or language impaired young children with information on helping their child's communication development. The workshop series is presented in four sessions intended for 2 hours at a time. Preparation procedures are outlined along with facilitating factors. Curriculum content for each of the four sessions includes an agenda, list of objectives, materials needed, activities/procedures, and evaluation methods. Sample forms, charts, and ideas from previous workshops are included. Topics explored are the following (sample subtopics in parentheses): how children learn to talk (stages in language development); how hearing and talking interrelate (anatomy of the ear); how to help children listen and pay attention (communication signals, nonverbal communication); and how to improve children's talking (speech sounds, development of speech). (CL)

DOCUMENT RESUME

ED 234 595 EC 165 109

Templeman, David; And Others
Teaching Research Infant and Child Center Newsletter .
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; Adolescents; Agency Cooperation; Children; *Deaf Blind; *Deinstitutionalization (of Disabled); *Demonstration Programs; Methods; Newsletters; Placement; Program Descriptions; Resource Materials; School Districts
IDENTIFIERS- PF Project

The lead article in this issue describes procedures developed by a model program for the deinstitutionalization of deaf-blind children and youth. Procedures are discussed for: (1) selection of participants; (2) coordination and cooperation among agencies; (3) identification of community residences; (4) involvement of the local education agency; and (5) maintenance of community placement. Accomplishments of the program and problems it has faced are also discussed. The next section of the newsletter announces new publications available from Teaching Research Publications including a curriculum guide for teaching dressing and clothing skills to handicapped adolescents and adults, a guide to a model work-activity center, and assessment procedures for severely handicapped secondary students. Finally, a 14-item list of articles and materials developed by the Teaching Research staff is provided. (DC)

DOCUMENT RESUME

ED 234 613 FL 013 93

Latulippe, Laura; Light, Mary Lu
A Complement to Testing: Skill-Based Appraisal.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Admission Criteria; *College Admission; *English (Second Language); Higher Education; Language Skills; Language Tests; *Testing Problems; Test Results

The limitations of objectives tests, the language skills needed for university work, and effective ways of appraising and communicating these skills to the university are discussed. The goals of university English as a second language (ESL) programs is to train international students in the linguistic and academic skills they will need in American universities. This goal is complicated by objective language tests. Such factors as cheating, test coaching, testing emphasis upon language recognition and not production, cultural bias, test interpretation, and test anxiety often cause a discrepancy between test scores and actual ESL potential. Some of the skills that are needed by university students but are inadequately tested by objective tests include reading, writing, listening, oral production, and study skills. It is necessary to evaluate the student's proficiency in these skills in addition to an objective test score in order to determine university admittance. Therefore, ESL teachers should insist that testmakers continue to improve the objective tests and to promote the acceptance of skill-based evaluations of students' proficiency by admission officers. (RW)

DOCUMENT RESUME

ED 234 630 FL 013 951

McKim, Lester W.
Meeting the Foreign Language Crisis in the U.S.: Guidelines for Action.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Policy; Elementary Secondary Education; Fles; Higher Education; *Second Language Instruction; Second Language Programs

The status of foreign language instruction is reviewed and guidelines are offered for taking action at all educational levels to improve foreign language instruction nationwide. Foreign language instruction has declined since the 1950's when the federal government first committed funds to improve programs and train teachers. National needs, proposed legislation, and the role of foreign languages in universities, high schools, middle schools, and elementary schools are summarized. It is recommended that: (1) funds be committed at the federal level, (2) high school and college accreditation standards require the inclusion of foreign language instruction, (3) teacher certification requirements include foreign language proficiency, (4) college entry and graduation requirements include foreign language proficiency, (5) public schools provide foreign language instruction from middle school through high school, (6) language curricula include cultural knowledge and skills, (7) high schools provide instruction in less commonly taught languages such as Japanese and Russian, and (8) programs be designed to introduce elementary school children to foreign languages. (RW)

DOCUMENT RESUME

ED 234 646 FL 013 973

Wraith, Josephine; And Others
Spanish Language Arts for the English Speaker. Teacher's Manual, Student Workbook, and Teacher's Workbook and Vocabulary Picture Book: Level B.
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Elementary Education; *Immersion Programs; Instructional Materials; Language Arts; Lesson Plans; *Second Language Instruction; *Spanish; Vocabulary; Workbooks

Materials for the second level of a multilevel Spanish language arts program are provided. The program is designed for elementary school children whose native language is English. Each level of the Spanish as a Second Language curriculum consists of the teacher's manual, teacher's workbook and vocabulary picture book, student workbook, class and individual profile cards, and testing packet. The teacher's manual contains objectives, language patterns and vocabulary lessons, learning activities, workbook page references, auxiliary materials, and story lessons. The workbooks contain vocabulary pictures and activities. (RW)

DOCUMENT RESUME

ED 234 661   HE 016 556

Is Graduate Education Fulfilling Its Responsibilities to Primary and Secondary Education? A Panel Discussion.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- May 82
AVAILABLE FROM- The Council of Graduate School in the U.S., One Dupont Circle, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Education; *College Role; *College School Cooperation; Educational Research; Education Majors; *Elementary Secondary Education; *Graduate Study; Higher Education; *Schools of Education; *Teacher Education

The question of whether graduate education is fulfilling its responsibilities to primary and secondary education is discussed in a panel discussion by the following professionals: Ernest L. Boyer, Gregory R. Anrig, Dean C. Corrigan, Patricia Albjerg Graham, and F. James Rutherford. It is suggested that responsibilities of graduate schools should include: assuring excellent preparation of personnel to staff elementary and secondary schools, providing effective instruction for teachers and administrators while they are employed in the schools, supporting and conducting research that will help to improve local educational practice, and encouraging talented persons to enter and remain in primary and secondary education. It is noted that at major graduate institutions, the colleges and departments of education are usually assigned second or third class status. Furthermore, it is claimed that the emphasis of research at most universities has been more on basic psychological and sociological understanding than on more applied research related to the conduct of teaching in the schools. Ways in which a university can share its resources with the schools and the issue of the shortage of qualified teachers are also addressed. (SW)

DOCUMENT RESUME

ED 234 676 HE 016 586

Altbach, Philip G.
Comparative Higher Education.
State Univ. of New York, Buffalo. Dept. of Educational Organization, Administration, and Policy Studies.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accountability; Activism; Case Studies; Change Strategies; *Comparative Education; *Course Content; Course Descriptions; Developed Nations; Developing Nations; Educational Change; *Educational Development; Educational History; Foreign Countries; Higher Education; Institutional Autonomy; Political Influences; *Postsecondary Education As a Field of Study; *Reading Assignments; Teaching (Occupation)
IDENTIFIERS- Asia (Southeast); China; Europe; India; Japan; *State University of New York Buffalo; United States

The comparative higher education course offered at the State University of New York at Buffalo is briefly described, and a course schedule is presented, including required and recommended readings for each topic. The course is intended to provide a broad cross-cultural perspective and considers the growth and development of universities in Europe, the United States, and the Third World, the key constitutent elements of the academic system, and important current issues facing higher education. In addition to the course requirements and the main texts, required and recommended readings are indicated for the following topics: perspectives on comparative higher education; historical perspectives; tradition and change in the western European university; higher education in eastern Europe; institutional transfer and current developments in the Third World; Third World case studies: China and India; from Third to First World: Japan and Southeast Asia; autonomy and accountability: the comparative politics of higher education; the management of decline; international perspectives on reform; case studies in reform; the academic profession; students and politics in comparative perspective; and student politics case studies. (SW)

DOCUMENT RESUME

ED 234 690 HE 016 615

Riesman, David
Selection Procedures for College and University Presidents: Search and Destroy Missions?
Boston Coll., Chestnut Hill, MA. School of Education.
PUB DATE- 83
AVAILABLE FROM- Boston College, School of Education, Office of the Dean, Chestnut Hill, MA 02167.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Qualifications;-*Administrator Selection; *College Presidents; *Confidentiality; *Disclosure; Evaluation Criteria; Higher Education; *Individual Characteristics; Participative Decision Making; Privacy; Publicity; *Spouses; Student Reaction

The process of selecting college presidents is discussed. It is suggested that the selection is affected by the conflict between privacy and publicity, a balance that differs among different kinds of institutions: a relatively closed search because of religious affiliation or dogma for a private college versus the requirements established for state institutions operating under Sunshine Laws or Open Records Laws. Basic considerations are as follows: how the search is to be conducted (e.g., the number of candidates to be considered); the kind of qualities and background experiences desired for the president; inclusion of students on the search committees; the extent to which the spouse of the presidential candidate is considered; search committee members' tendency to avoid making a personal judgment about the candidate; the likelihood that the search committee will not select candidates who have gained the label "controversial"; the role of the incumbent president during the search; the role of the spouse of women college presidents; and distinguishing between issues that should be decided by full disclosure versus those that should be secret and confidential. Research on the selection of the college president conducted jointly by David Riesman and Judith McLaughlin is summarized. (SW)

DOCUMENT RESUME

ED 234 705 HE 016 631

Mingle, James R., Ed.
Management Flexibility and State Regulation in Higher Education.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Accountability; *Budgeting; *College Administration; Educational Finance; Governance; Government Role; *Government School Relationship; Higher Education; Institutional Autonomy; *Money Management; Public Education; Resource Allocation; *State Colleges; *State Government
IDENTIFIERS- Colorado; Kentucky; Maryland; Wisconsin

Findings of a Southern Regional Education Board study of management flexibility and state regulation in higher education are discussed in five chapters. James R. Mingle in "Management Flexibility and State Regulation: An Overview" outlines the scope of the study, which focused on administrators' and board members' views on management flexibility, the origins and objectives of state regulation, how much and what kind of state regulation is necessary, fiscal and administrative controls, and changes in budgetary or accountability procedures. It is noted that the conclusions of the study support the movement toward increasing institutional management flexibility, especially in the areas of purchasing, contracting, cash management, and budgeting. The remaining four chapters consider the situations in Maryland, Wisconsin, Kentucky, and Colorado. The chapter titles and authors are as follows: "The Extent of State Controls in Maryland Public Higher Education" (Richard J. Meisinger, Jr., J. Mingle); "Improved Efficiency Through Decreased Government Regulation: The Case of Wisconsin" (Reuben H. Lorenz); "Management Flexibility in Kentucky: The Passage of House Bill 622" (Edward A. Carter, Jack C. Blanton); and "The Adoption of Budget Flexibility in Colorado: Its Consequences for the University of Colorado" (Marilyn McCoy). (SW)

DOCUMENT RESUME

ED 234 720 HE 016 677

Long-Term Special Institutional Agreements with the Seventeen Existing Laboratories and Centers. Final Version of NIE's Administrative Policy and Procedures.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jan 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; *Agency Role; Decision Making; *Federal Aid; Financial Support; Government Role; Higher Education; Position Papers; Program Administration; *Regional Laboratories; *Research and Development Centers
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

The National Institute of Education's (NIE) statement of procedures is presented that is used to determine which of the 17 existing regional educational laboratories and research and development (R&D) centers are ready for long-term special institutional agreements. Long-term agreements are defined as 5 years of NIE support. The statement includes explanations of what such agreements entail, the steps NIE will take in making these initial decisions, and the types of support and assistance NIE will provide to laboratories and centers not presently ready for long-term agreements. The purpose of awarding long-term special institutional agreements to labs and centers is to enhance their stability and the institutional character of their missions and functions. Information is provided on purposes of the laboratories and centers and the types of institutional functions and R&D activities supported. In addition to discussing the timing of the long-term agreements, attention is directed to the level of support, governance and priority-setting, mission and scope of work, relationships between NIE and special institutions, administration and organization, staffing and subcontracting, and the relationship of NIE-sponsored work to work supported by other sources. A list of existing laboratories and centers is appended. (SW)

DOCUMENT RESUME

ED 234 734 HE 016 695

Access and Choice: Equitable Financing of Postsecondary Education. Report No. 7.

National Commission on Student Financial Assistance, Washington, DC.

SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; College Choice; College Students; Cooperative Education; Credit (Finance); *Educational Equity (Finance); Eligibility; Enrollment Trends; Federal Aid; *Financial Policy; Inflation (Economics); Low Income Groups; Operating Expenses; Postsecondary Education; Program Costs; Public Policy; Student Employment; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

Current federal student financial assistance programs are described, and their impact on access to and choice of postsecondary education are assessed. In addition, recommendations and policy options for promoting educational opportunity are offered. Findings of the following eight studies are analyzed: (1) changes in college attendance and student aid for 1969, 1974, and 1981; (2) the effects of inflation on student aid policy; work patterns of full-time college students in 1974 and 1981; (3) a national assessment of cooperative education; (4) the effects of phasing out social security student benefits; (5) the cost to borrowers of participating in the Guaranteed Student Loan program (GSL); (6) the cost and flows of capital in the GSL program; (7) restrictions imposed on GSL borrowing by guaranty agencies, lenders, and state secondary markets; (8) and contradictions of federal public assistance and college opportunity policies. In addition, testimonies from hearings on student financial assistance are presented. The difficulties that low income students encounter in obtaining a college education are addressed. Appendices include a paper on the eighth study listed above; a summary and commentary on the third study listed above; a discussion of income-contingent proposals; and an index of self-help effort required to pay for college. (SW)

DOCUMENT RESUME

ED 234 749 IR 010 815

VanDeMark, Christy L.
Implementation of Microcomputers in the Classroom: Problems and Potentials.
PUB DATE- 2 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Programs; Evaluation Criteria; Literature Reviews; Media Research; *Microcomputers; *Program Implementation; Research Needs; *Teacher Attitudes; Technology Transfer; *Use Studies
IDENTIFIERS- *Computer Uses in Education

This report presents a broad overview of the research and opinions of experts in the field of educational computing, in order to provide information for educators concerning the implementation of microcomputers in education. The document primarily consists of annotations of articles reviewed, which are grouped in five categories. The first section introduces some of the trends in education resulting from the computer revolution and discusses changes that are presently occurring or will soon occur in education. Computer awareness and aspects for consideration in within-school computer use are then addressed. The third section highlights the implementation process, along with its problems, potentials, and the need for more research. Attitudes of teachers and others toward computers in the classroom are examined in the fourth section. The final section deals with computer assisted instruction (CAI), including problems and potentials of CAI, problems in evaluation of CAI materials, and research on CAI effectiveness. A summary, conclusions, recommendations, and a 62-item bibliography are included. An appendix presents an illustration of an implementation, followed by data tables displaying information on program use and nonuse, the impact of instructional aids on examination scores, the effectiveness of lectures versus CAI, and variables addressed by CAI research. Figures display data on CAI studies and other data included in 10 major studies. (LMM)

DOCUMENT RESUME

ED 234 764 IR 010 831

The Use of the Computer in Louisiana Schools. Bulletin 1679. Revised.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Assisted Instruction; *Computers; Elementary Secondary Education; Information Networks; *Private Schools; *Public Schools; State Surveys; Technology Transfer; *Use Studies
IDENTIFIERS- Computer Uses in Education; *Louisiana

This publication briefly reports the findings of a second annual (1982-83) survey, which measured the status of computer use to identify problems and needs in the Louisiana educational community for use by the Department of Education in designing activities to aid the state's schools in effective computer use. Data are included from a survey instrument which was returned by 1,079 public and nonpublic Louisiana schools. Currently 345 of the responding schools are using computers in instruction. A summary of findings, which includes seven data tables, is followed by conclusions and recommendations. The major part of the report comprises appendices that are designed to enable educators to locate schools using similar computers in similar areas in order to share ideas, educational software, and hardware information. Included are the survey instrument and an indication of the grade levels and subject areas in which schools reported using computers, a list showing the make and model of computer used listed by school, and a list by computer make of the schools using specific computers. (LMM)

DOCUMENT RESUME

ED 234 780 IR 050 405

Cochrane, Pauline A.
LCSH Entry Vocabulary Project. Final Report.
Council on Library Resources, Inc., Washington, D.C.
SPONS. AGENCY- Library of Congress, Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Cataloging; Check Lists; Guidelines; *Library Cooperation; *National Libraries; Program Design; Program Evaluation; Records (Forms); *Subject Index Terms
IDENTIFIERS- *Library of Congress Subject Headings; *Online Catalogs

The Library of Congress Subject Headings (LCSH) Entry Vocabulary Project established a routine procedure for new cross references, suggested by designated libraries, to be considered for addition to LCSH entries by the Library of Congress Subject Catalog Division. Since October 1982, suggestions from four libraries (the University of California at Berkeley, Duke University, Harvard University, and the National Library of Canada) have been channeled into the weekly review process at the Library of Congress (LC). If accepted, the new "see" cross-references are published in the LC "Weekly List." This report contains an executive summary, instructions for submitting "see" references, sample forms for this process, a list of LC procedures for processing "see" reference suggestions, an assessment of the project by LC's Mary K. D. Pietris, recommendations for continuance and expansion of the project, anc examples of suggested references that came from other subject heading lists and should be added to LCSH. An appendix presents "Using LCSH as a Subject Access Tool in Online Public Access Catalogs" by Pauline Cochrane, who describes the subject access features of online catalogs presently in use and recommends the improvement of LCSH for this purpose. (Author/ESR)

DOCUMENT RESUME

ED 234 795 IR 050 425

Roberts, Anne F., Ed.

Future of Libraries. A Panel Discussion by Librarians, Administrators, Faculty, and Students. Papers from the Millionth Volume Celebration.

State Univ. of New York, Albany. Univ. Libraries.

PUB DATE- 24 Sep 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Academic Libraries; Computers; *Futures (of Society); Higher Education; Library Automation; *Library Role; Library Services; *Research Libraries; Telecommunications

IDENTIFIERS- Technological Change

Different views on the future of research libraries are presented in this collection of papers from persons affiliated with the State University of New York (SUNY) at Albany. Joseph Z. Nitecki (library director) discusses the effect of social change on library missions, operations, and procedures. Warren F. Ilchman (vice president for research and educational development) calls upon university librarians to take on a more assertive leadership role because their general view of the entire university is important. Cynthia Mazer (graduate student) describes her use of libraries throughout her life and suggests that all levels of people in the university should have the ability to use libraries well. Richard S. Halsey (dean of the library school) traces the progression in library roles through the archival, bibliographic, circulating, duplicating/dispensing, and electronic stages; describes the fragmentation caused by telecommunication and computer technologies; and suggests that research libraries renew their scholarly intent. Martin Kanes (a faculty member in the humanities) describes his early library experiences, discusses browsing as an intellectual activity, and distinguishes between knowledge/learning and gathering information. Notes on the authors are provided. (ESR)

DOCUMENT RESUME

ED 234 810   IR 050 442

Lewis, David W.
The Use of the Journal Access Service and Its Implications for Journal Selection at the Center for Research Libraries.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 10 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; Guidelines; Library Acquisition; Library Collections; *Library Material Selection; Library Networks; Library Research; *Models; National Programs; *Periodicals; Prediction; Regression (Statistics); *Research Libraries; Use Studies
IDENTIFIERS- British Library Lending Division; *Center for Research Libraries IL; *Document Delivery Service; Resource Sharing

In order to develop guidelines for the selection of journals by the Center for Research Libraries, a study was done of the use made of the Center's Journal Access Services (JAS), which supplies photocopies of journal articles to member institutions from the Center's collections and from the British Library Lending Division (BLLD). Based on a sample group of 1,010 journal titles from the 1976/77 "Ulrich's International Periodical Directory," it was found that most of the journal use came from a very few titles, that over 70% of the titles used were published in English, and that over 50% of the titles used were in the areas of science and technology. The study indicates the existence of a class of journals which require regular use by the research library community but are not frequently held by its members. This document describes similar BLLD use studies, journal selection models, predictors of future journal use, and study methodology and results. It is concluded that the Center can play a significant role in a cooperative journals acquisitions program by selecting journals that are indexed; published outside the United States, Canada or the United Kingdom; and held by no more than 25 academic libraries in the United States, but held by at least two libraries. It is also recommended that titles that have been used be given priority over those that have not. A 51-item bibliography is provided. (ESR)

DOCUMENT RESUME

ED 234 825 IR 060 010

Shaffer, Dale E., Comp.
Sourcebook of Teaching Aids...Mostly Free. Posters & Pamphlets for Educators. 4th Edition.
REPORT NO.- ISBN-0-915060-20-5
PUB DATE- 84
AVAILABLE FROM- Dale E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, OH 44460 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Bulletin Boards; Catalogs; Charts; *Display Aids; Maps; Pamphlets; *Resource Materials
IDENTIFIERS- *Free Materials; *Inexpensive Materials; PF Project; Pictures; Posters

This catalog provides many new sources of free and inexpensive display materials for library and classroom bulletin boards and is intended to assist librarians, teachers, and student teachers in obtaining useful resources to support the curriculum. Over 1300 items are listed from 392 sources. Most of the items are free to librarians and teachers. The materials are arranged alphabetically under 213 subject areas, with description, size, and source given. Posters, charts, maps, study prints, pictures, and pamphlets are the types of materials listed. (JW)

JC

DOCUMENT RESUME

ED 234 839 JC 830 437

Wilhelmi, Charlotte; And Others
Marketing Plan 1983-1984. Northern Virginia Community College.
Northern Virginia Community Coll., Annandale.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Planning; Community Colleges; Institutional Research; Program Descriptions; *Program Development; *Public Relations; *School Community Relationship; *School Publications; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Educational Marketing

A 1983-84 marketing plan is presented for Northern Virginia Community College (NVCC), which is designed to maximize the effective use of shrinking resources to meet the needs of the college's clientele. After introductory material discusses the problems and challenges facing NVCC and the role of marketing in understanding the environment in which a college operates, the 1983-84 marketing plan is outlined. Background is provided on the plan's development, the procedure through which it was created, and its major areas of emphasis (i.e., product analysis, enrollment actualization, research of internal and external markets, and communication). Next, guides are presented for 28 specific marketing activities, which highlight the target of the activity (e.g., business and industry); the area of emphasis (i.e., products, enrollment, research, or communication); rationale; objectives; strategy and tactics; a description of the plan; evaluation criteria; and estimated cost. Appendices include the charge to NVCC's marketing design team and its goal statement; a depiction of NVCC and its publics; the NVCC market audit; an outline of the planning process; a description of the marketing information system at the college; a summary sheet of dates, tactics, and responsibilities for the marketing plan; and a summary of estimated costs. (HB)

DOCUMENT RESUME

ED 234 854 JC 830 453

Rude, John C.
Chemeketa Community College Telecommunications Network: A Proposal to the Chemeketa Community College Board.
PUB DATE- 18 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Broadcast Television; Cable Television; *Communications Satellites; Community Colleges; *Computer Assisted Instruction; *Delivery Systems; *Educational Media; *Educational Television; Networks; Program Costs; Program Design; *Telecommunications; Telephone Communications Systems; *Telephone Instruction; Two Year Colleges

Developed by the Telecommunications Committee of Chemeketa Community College (CCC), this report recommends the development of a telecommunications network to supply instruction by television, computers and telephone to homes, businesses, and CCC branch campuses. The report begins by stressing the advantages of a telecommunications network and its role in fulfilling CCC's mission. This section also analyses CCC's target audience, suggesting that a telecommunications network could both increase enrollment and meet the needs of a diverse student population. After the advantages of mediated instruction are listed, (e.g., interactivity; individualization; experience orientation; control over pacing, time, and sequence; and feedback), the objectives for the telecommunications network are stated. Part II presents the components of the proposed network and describes how the six methods of distributing media-based instruction (i.e., microwave, cable television, satellite down-links, low-power broadcast television, phone-net systems, and physical transport of software) can be integrated into a single network. Part III considers the implications of the recommended network and presents general recommendations concerning its operation. Appendices include budget details, proposed programming schedules, comparisons of mediated and classroom instruction, data on cable systems in the Chemeketa District, a sampling of currently available television courses, a proposed table of organization, and a District map. (LL)

DOCUMENT RESUME

ED 234 870 JC 830 805

Pattison, Janice
Typing I. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.
Stark Technical Coll., Canton, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Descriptions; Course Objectives; Office Occupations Education; Two Year Colleges; *Typewriting
IDENTIFIERS- PF Project

An outline for a beginning typing course which covers introduction to the keyboard and basic typing techniques is presented. Fifty lessons are organized into two levels. General course objectives and student performance objectives are given. Level one (lessons 1-26) emphasizes keyboard learning, technique development, speed building, and control of tabulation and other manipulative operations. Level two (lessons 27-50) emphasizes centering and copy arrangement concepts and procedures as they apply to commonly used business papers. Composition at the typewriter is also stressed. A list of instructor and student materials and a short bibliography are included. (EM)

DOCUMENT RESUME

ED 234 887   PS 013 726

Gupta, Rajni, Comp.
Readiness for First Grade: Activities and Experiences.
Maharaja Sayajirao Univ. of Baroda (India). Dept. of Child Development.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; Curriculum Development; Early Childhood Education; Language Acquisition; *Learning Activities; Mathematics Instruction; *Preschool Children; Reading Readiness; *School Readiness; Teaching Guides; *Teaching Methods
IDENTIFIERS- Reading Concepts; *Reading Strategies

Readiness activities for entry into first grade are outlined and discussed in this teacher's guide for planning and implementing a relevant curriculum for early childhood. Designed to focus on language, mathematics, science, and social studies, the activities described are divided into two major subject areas: language and mathematics. The activities are arranged in a hierarchical sequence from simple to complex, with general objectives of the comprehensive readiness program listed. Specifically, the language category is subdivided into verbal language, reading readiness, and writing readiness. Mathematics is subdivided into concepts of size, shape, and quantity. Objectives are given for each major subject area, and all activities in each subcategory are organized according to objectives, materials needed, and procedures. Some activities are detailed, along with variations, worksheet information, alternatives, and cross references. (BJD)

DOCUMENT RESUME

ED 234 902   PS 013 841

Fein, Rashi
"New Federalism": Prospects and Implications.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advocacy; Children; *Federal Programs; Financial Support; *Government Role; *Health Services; Social Action; *Social Attitudes; Social Problems; Voluntary Agencies
IDENTIFIERS- *Ideology; *New Federalism

Possible long-term consequences of changes in the provision and financing of health programs and implications of "New Federalism" for child health care advocates are explored. Preliminary discussion focuses on general problems of resource scarcity, describing how the new awareness of scarcity affects thought patterns and attitudes. Reference is made to the manner in which the notion of scarcity is being used to buttress ideological agendas that are not tied to, and do not necessarily stem from, the perceived decline in America's economic growth. Discussion then turns to the uncertain character of the New Federalism. Largely pessimistic assumptions regarding likely outcomes of the evolving relationships between levels of government are identified; these assumptions point toward a gradual cutback, sorting out, and devolution of federal programs. Receiving particular attention is the changed role of child health care advocates in working to obtain funding, meeting needs for the acquisition and dissemination of information, and participating in the debate about the restructuring of intergovernmental relationships and responsibilities. Concluding remarks focus on five recommended lines of action, by which advocates can alter constraints under which they operate. (RH)

DOCUMENT RESUME

ED 234 917 PS 013 864

Gjerde, Per F.
An Interactional Model for Resistance to Change in Educational Institutions.
SPONS. AGENCY- Norwegian Research Council for Science and the Humanities.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Change; Educational Innovation; Elementary Secondary Education; Institutional Characteristics; *Institutional Environment; *Models; *Organizational Change; Personnel; Problems; Program Implementation
IDENTIFIERS- Organizational Analysis; *Organizational Behavior; *Resistance to Change

Although schools have served as a major target of both educational and mental-health oriented interventions, they have shown a marked tendency to assimilate innovative programs into existing patterns. This paper analyzes the sources and manifestations of resistance to change in schools and discusses the implications of such resistance for the implementation of innovative programs. Two main sources of resistance are addressed: (1) the school organization, including attributes of organization members and structural features of the school; and (2) the intervention program and stage of program implementation. Additionally, the discussion focuses on manifestations of resistance in an organizational context. An interactional model of resistance is advanced; this model posits interrelationships among stage of program implementation, manifestations of resistance, and sources of resistance. Several research implications are derived from the model. In conclusion, four issues that pertain to educational change are addressed: the positive functions of resistance, the inadequacy of a technological model of planned change, the necessity of considering the school's culture and history, and the importance of effecting structural alterations if lasting change is to be achieved. (RH)

DOCUMENT RESUME

ED 234 931 PS 013 888

Waweru, Julius Macharia
Socio-Economic Background as an Influence Factor in Pupils' Achievement in Primary Schools in Embu District, Kenya. African Studies in Curriculum Development & Evaluation No. 69.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrator Attitudes; Comparative Analysis; Elementary Education; *Elementary School Students; Foreign Countries; *Low Income Groups; Performance Factors; Questionnaires; Rural Areas; Rural Urban Differences; *Socioeconomic Influences; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kenya

A study was made to investigate factors contributing to the low performance of primary school pupils in Embu District, Eastern Province, Kenya, both in classrooms and on the Certificate of Primary Education Examination. Two rich rural schools, two urban schools, and two poor rural schools were selected for comparison. From each school, three categories of respondents were chosen: standard-six pupils, standard-six teachers, and the head teachers of the schools. Research instruments consisted of three questionnaires, one for each category of participant. Findings indicated that (1) children are more interrupted in their education in rural than in urban areas, and a significant difference in interruption rate in rural areas exists due to socioeconomic factors; (2) children's educational performances are affected either positively or negatively by home living conditions, teachers, and school administration, as well as by parental and student attitudes toward learning; (3) parents' ability to expend money on education is a sign of their economic status; (4) socioeconomic factors have a total influence on educational interruption and consequently affect the performance of the interrupted pupil; and (5) pupils' education could be interrupted by as many as nine separate factors. It was concluded that the socioeconomic background of an area and pupil

will affect the performance of the child in the classroom and on national examinations. All three questionnaires are appended. (RH)

DOCUMENT RESUME

ED 234 945 RC 014 320

Alejandro, Franco; Marenco, Eduardo, Jr.
A Mechanism for Increasing Participation by Minorities and Women in Advanced Study and Research in Education. Final Report.
Mexican American Legal Defense and Educational Fund, Inc., San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Achievement Gains; Disadvantaged Schools; Educationally Disadvantaged; *Educational Researchers; Expenditure Per Student; *Higher Education; Hispanic Americans; Mexican American Education; *Mexican Americans; *Postdoctoral Education; *Professional Development; Research Opportunities
IDENTIFIERS- Los Angeles Unified School District CA; *Mexican American Legal Defense Educational Fund

The Mexican American Legal Defense and Educational Fund's program to increase participation of minority and women junior faculty members in advanced study and research in education resulted in numerous accomplishments by the program's three scholars-in-residence. Dr. David Jess Leon (1979-1980) produced a major publication, "The Struggle for Access: Minority Students in a California University," reviewed social science literature on higher education, did a survey of California higher education minority assistance programs, developed research proposals, and presented his research at conferences and professional meetings. Dr. M. Susana Navarro (1980-1981) focused on research into testing and Hispanic access to higher education, produced numerous articles and position papers in both areas, made extensive contacts with education researchers and administrators, and assisted in the development and advancement of coalitions to pursue higher education issues. Dr. Ruben Espinosa (1981-1982) conducted a major study on Los Angeles Unified School District's expenditure patterns and school size, and found that the district spent 40% less on Hispanic elementary students than on white children and that most Hispanic students face ghetto school environments and substandard educational services. Appendices include resumes, summaries of Leon's and Espinosa's

publications, and Navarro's statement on the status of Hispanics in higher education. (MH)

DOCUMENT RESUME

ED 234 959　　　　RC 014 348

Directory of California Migrant Secondary Schools and Contact People.
State Univ. of New York, Oneonta. Coll. at Oneonta.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Maps; *Migrant Education; *Migrant Programs; Personnel Data; *Regional Programs; *School Personnel; Secondary Education; *Secondary Schools; *State Programs
IDENTIFIERS- *California

A 1982 directory of California migrant secondary school programs and contact people contains listings for high schools in 171 communities. For each of 10 regions of California, a map of counties is provided, followed by school district names, mailing addresses and names of superintendents, principals, counselors, and home visitors; telephone numbers are given for most districts and persons. Regional maps note which programs are direct-funded and give names, addresses, and telephone numbers of regional contact people. High schools are also listed alphabetically by city. A map from the California master plan for migrant education shows operating agencies and gives names, addresses, and telephone numbers of contact persons for regional and direct-funded programs. (MH)

DOCUMENT RESUME

ED 234 974 RC 014 380

Lionberger, Herbert F.; Wong, Tso Sang
Information Developer-User System Linking Roles of Education Assistants in the Missouri Small Farm Family Program. Research Bulletin No. 1042.
Missouri Univ., Columbia. Agricultural Experiment Station.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Farmer Education; Change Strategies; College Faculty; College Role; Delivery Systems; Empathy; Extension Agents; *Farmers; *Information Dissemination; Information Sources; *Linking Agents; Network Analysis; *Paraprofessional Personnel; *Performance Factors; Publications; *Rural Extension; State Universities
IDENTIFIERS- Missouri; *Small Farmer Family Program MO

A 1977 study of education assistants' linking role in the University of Missouri's Small Farm Family Program (intended to favor small farmers in providing extension information) focused on conditions influencing ability of education assistants to serve as University information-user system linkers on behalf of small farmers. All Missouri education assistants that year received questionnaires about personal characteristics, contacts with University information resource systems, relationships with small farmers and ways of working with them, and assistants' opinions about the program (operation, problems, achievements); 34 assistants (95%) responded. Results showed assistants were like small farmers in respects essential for effective communication and exercise of personal influence in adviser-client relationships: all had been farmers and 85.3% still were, and their relationship with small farmers was empathetic, interactive, and highly satisfying. Assistants indicated their strongest rewards were from helping clients with problems and from opportunities to learn while they worked; important roles were identified as listening to farmers and expressing recognition of their achievements, and making clients aware of help available through extension channels and government agencies. Assistants regularly used linkages with the University resource system (in-field subject matter specialists, College of Agriculture publications, campus-based faculty specialists) and other resources (agricultural agencies, commercial sources, and large and small farmers). (MH)

ED 234 561 EC 160 428

Sands, Catherine J. MacMillan

Bare Bones: An Introduction to Physical Anthropology. Alternative Techniques for Teaching Physical Anthropology to Learning Disabled Students in the University.

Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Anthropology; *College Students; Course Content; Higher Education; *Learning Disabilities; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

The booklet describes approaches to teaching learning disabled students introductory physical anthropology, as related by a professor involved in the Higher Education for Learning Disabled Students (HELDS) program. The author suggests ways to identify LD students through observation of short attention span, restlessness, and marked discrepancies between listening and reading performance. Adaptive strategies (such as incorporating tactile learning and game playing) and classroom hints are offered. Testing suggestions include allowing the option of oral exams and providing more time to respond to questions. In addition to a course syllabus, appended information also includes a sample test and suggestions for audiovisual materials. (CL)

ED 234 578 EC 160 451

Masten, William G.
Approaches to Identification of Gifted Minority Students.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Evaluation Methods; *Gifted; Mexican Americans; *Minority Groups; Student Evaluation; *Talent Identification; Test Bias
IDENTIFIERS- *Nondiscriminatory Assessment

The paper reviews the literature on assessment of gifted minority students, focusing first on the importance of appropriate assessment methods, and then on research on specific approaches used to identify gifted Black, Hispanic (mainly Mexican-American), Asian/Pacific, and American Indian students. A discussion section cites five common elements in the research (use of intelligence tests with reduced bias, tests of creativity that have been shown to be unbiased for minorities, objective checklists, standardized achievement tests, and teacher rating scales). Only one paper mentioned leadership ability in gifted assessment and no reports tried to assess giftedness in terms of visual performance, arts ability, or psychomotor ability. It is concluded that awareness of problems in traditional assessment methods that penalize minorities and a broadening of the concept of giftedness are needed to assist in the stimulation, identification, and actualization of gifted students. (CL)

ED 234 596 EC 165 110

Parent Guide to Special Education Rights and Responsibilities.
San Mateo County Office of Education, Redwood City, CA.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Access to Education; Confidentiality; Disabilities; Due Process; Educational Diagnosis; Elementary Secondary Education; Individualized Education Programs; Pamphlets; Parent Materials; *Parent Rights; *Special Education; Student Records; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; PF Project; *Public Law 94 142

Designed for parents of handicapped children, this brochure defines special education and the rights for available services and programs. It is divided into seven sections covering: (1) the definition of special education; (2) the types of agencies providing special education services; (3) parents' rights in the planning process for their child's education; (4) rights regarding testing and assessment; (5) a child's right to an individualized education program; (6) legal rights in relation to the Education for All Handicapped Children Act (Public Law 94-142); and (7) rights to confidentiality and access to the child's records. (JW)

FL

ED 234 614 FL 013 932

Moll, Luis C.; Diaz, Stephen
Bilingual Communication Skills in Classroom Contexts. Final Report.
California Univ., San Diego. Laboratory of Comparative Human Cognition.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0155
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education Programs; Bilingualism; Elementary Education; *English (Second Language); Grade 3; Grade 4; Language Skills; Reading Comprehension; *Reading Instruction; Second Language Learning; Spanish Speaking; *Teaching Methods

Grade 3 and grade 4 classrooms in a California bilingual Spanish/English environment were studied. In the first study, reading lessons were observed and analyzed in a bilingual classroom. Using the analysis of this experience, in the second study a series of theory-driven experimental interventions were initiated. It was found that the achievement of Spanish language dominant students in English language lessons is underestimated. However, it is possible to reorganize these same lessons to advance the students' academic performance. Some of the student selection and placement procedures used in bilingual education programs make it difficult for teachers and students to take full advantage of their respective skills and resources. Similarly, it is possible to reformulate these procedures in a way that goes beyond reliance on English language proficiency assessments. Teaching situations should be based on the children's oral skills in English and their reading skills in Spanish. For monolingual Spanish students, reading lessons should be initiated in Spanish only when instruction in English as a second language is begun. It is vital that the teacher be bilingual for all of these program interventions, or that a bilingual teacher's aide be present to assist a monolingual teacher. (RW)

ED 234 631 FL 013 952

Wald, Benji
Report on the Study of Limited Language Proficiency.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-01-80
PUB DATE- Sep 80
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingualism; Elementary Education; *Language Proficiency; *Language Tests; Test Bias; Test Construction; *Testing Problems; Test Interpretation

The concepts of language proficiency, limited language proficiency, and comparably limited language proficiency are examined. Studies critical of the instruments used for making assessments according to these concepts are reviewed. The effects of these concepts on proposed legislation involving bilingual education are discussed. It is suggested that linguistic proficiency test results may be invalid because of problems in test administration and design or problems inherent in the child. A systematic attempt to describe the language behavior of comparably limited proficient children is suggested. Finally, it is hypothesized that (1) most language proficiency instruments are not an accurate indicator of actual language proficiency and school achievement; (2) studies of speech behavior would provide a more accurate diagnostic tool; (3) the comparably limited category is largely an artifact of inaccurate instrumentation and testing bias; and (4) school achievement does not directly correspond to tested or actual language proficiency. (Author/RW)

ED 234 647 FL 014 007

Culley, Gerald R., Ed.; Mulford, George W., Ed.
Foreign Language Teaching Programs for Microcomputers: A Volume of Reviews.
Delaware Univ., Newark.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; High Schools; *Microcomputers; *Second Language Instruction; Second Language Learning
IDENTIFIERS- PF Project; *Software Reviews

Teachers and supervisors of foreign language programs from 29 high schools in six states provide reviews of foreign language microcomputer courseware. Evaluations of the 25 programs for French, German, Italian, Russian and Spanish are based on: (1) quality of content; (2) relevance to subject area; (3) suitability to computer medium; (4) appropriateness to target audience; (5) technical reliability; (6) ease of operation; (7) graphic design; (8) technical documentation; (9) content documentation; and (10) ease of content entry by instructor. Each criterion is rated on a scale of 0 to 5 (criterion not applicable to excellent). At least one, and usually two, signed narrative evaluations follow these ratings. Reviewers, while sharing a general dissatisfaction with the available courseware, feel microcomputer use is applicable to foreign language study. A list of evaluation criteria, reviewers, ordering information for the programs reviewed, and a list of organizations and resources for new materials, distributors and catalogues are provided. (JW)

ED 234 662 HE 016 557

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1982.

State Univ. of New York, Albany. Information Center on Education.

PUB DATE- 82

AVAILABLE FROM- University of the State of New York, Information Center on Education, Albany, NY 12234.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *College Attendance; *Enrollment Trends; *Geographic Distribution; *High School Graduates; Place of Residence; Postsecondary Education; Private Schools; Public Schools; State Surveys

IDENTIFIERS- *New York

Data concerning the distribution of 1981-1982 high school graduates of New York State's public and nonpublic schools are presented. Statistical tables cover the following: trends in the college-going rate of high school graduates from 1968 through 1982; a 10-year trend of the college-going rate, within and outside New York State; the distribution of 1981-1982 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. For these categories of schools, annual percentages are indicated of students who enter two-year and four-year degree-granting institutions, other postsecondary institutions, and total postsecondary institutions within New York State and outside New York State. In addition, the number and percentage of New York graduates who enter in-state and out-of-state colleges are indicated by county and region, along with the percentage who enter employment and military service. (SW)

ED 234 765 IR 010 833

Hanson, Jarice
Video Games: Competing with Machines.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Computer Literacy; *Computer Programs; Expenditures; *Games; Media Research; *Play; Recreational Activities; Surveys; *Use Studies; *Video Equipment
IDENTIFIERS- *Video Games

This study was designed to compare the attitudinal and lifestyle patterns of video game players with the amount of time they play, the number of games they play, and the types of video games they play, to determine whether their personal use of time and attitude toward leisure is different when playing video games. Subjects were 200 individuals (110 male and 90 female) ranging in age from 7 to 62, who were questioned by a team of 20 interviewers who had been instructed to go to any place where video games were present to observe whether the subjects were playing alone or with someone, the game being played, and the level of apparent involvement with the game. Male respondents appeared to play video games significantly more often than female respondents, with younger males playing most often. While women generally preferred to play against someone else rather than against the machine, they also demonstrated a higher level of computer knowledge than males. Compared to popular writings on the impact and uses of video games, findings indicate that video games are merely an option to traditional games and that the term "addiction" may be used too liberally, given the amount of play and the amount of money spent on games by younger respondents. This report includes 44 references, 4 tables, and the video game user survey. (LMM)

ED 234 826 JC 830 412

CUNY Tech Continuing Education Annual Report, 1982-1983.
New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Counseling; *Adult Education; Annual Reports; Career Counseling; Clerical Occupations; College Programs; Community Colleges; *Continuing Education; Deafness; Energy Conservation; Females; *Financial Problems; Job Training; Literacy Education; Nontraditional Occupations; Older Adults; Two Year Colleges; Two Year College Students

This nine-part report reviews the activities and programs of the Division of Continuing Education and Extension Services of New York City Technical College for 1982-83. Following introductory material examining the effects of second-year resource reductions, enrollment declines, space scarcity, staff development activities, credit possibilities for continuing education courses, and urgent concerns for 1983-84, subsequent sections detail activities, enrollments, participant characteristics, outcomes, and prospects for the future for specific college programs. These sections focus on: (1) tuition courses and programs, including contract programs with local businesses; (2) the Adult Vocational Counseling Center,which offers programs in study and test-taking skills, resume writing, job interviewing, and stress management, as well as career information and evening seminars; (3) the Vocational Training Program for Deaf Students; (4) Non-Traditional Vocational Programs for Women; (5) Project STRIDE, a clerical and data entry training program; (6) Adult Literacy and Learning Programs, including the Adult Learning Center, the City University of New York General Education Development Program, and the Correction Education Program; (7) the Urban League Training Program, which offers programs in clerical skills and human services; (8) the Institute of Study for Older Adults; and (9) the Multi-Family Housing Energy Conservation Program. Finally, statistical summaries of tuition-based and grant-funded programs are provided. (LL)

ED 234 871 JC 830 806

Pattison, Janice

Typing II. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Stark Technical Coll., Canton, Ohio.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business Correspondence; Course Descriptions; Course Objectives; Office Occupations Education; Two Year Colleges; *Typewriting
IDENTIFIERS- PF Project

An outline for an intermediate typing course with an emphasis on developing proficiency in typing letters, reports, and manuscripts is presented. Fifty lessons are organized into levels three and four. (Levels one and two comprise the Typing I course.) General course objectives and student performance objectives are given. Level three (lessons 51-74) emphasizes production skills in basic letter styles, letters with special features, simple forms of business correspondence, and administrative communications. Level four (lessons 75-100) emphasizes statistical communications including tables with special features, business forms, technical and statistical reports, and employment communications. Emphasis is placed on spelling, punctuation, capitalization, and number expression throughout the course. A list of instructor and student materials and a short bibliography are included. (EM)

ED 234 888 PS 013 727

Verma, Amita; Saraswathi, T. S.
The Child Development Curriculum and Its Relevance to Job Competencies Expected in the Field.
Maharaja Sayajirao Univ. of Baroda (India). Dept. of Child Development.
SPONS. AGENCY- Indian Council of Social Science Research, New Delhi (India).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Alumni; Background; *Child Development Specialists; *Competency Based Teacher Education; *Curriculum Development; Early Childhood Education; *Employment Level; Foreign Countries; Graduate Surveys; Higher Education; Interviews; *Minimum Competencies; Occupational Information; Paraprofessional Personnel; Postsecondary Education; Questionnaires
IDENTIFIERS- Experts; India (Baroda); *Job Dimensions

To assess the relevance of the curriculum provided by the Department of Child Development of Maharaja Sayajirao University (Baroda, India), surveys and interviews were conducted with alumni graduated since 1950, employers, and experts in the field of child development and related disciplines. Main objectives of the study were (1) to identify both the nature of jobs taken by alumni and the competencies required in the jobs, (2) to evaluate the extent to which the Department's curriculum had helped alumni develop required competencies, and (3) to modify the curriculum to increase its relevance to competencies required in employment settings. A related, separate study was made (1) to identify essential skills, qualities, and competencies of field-level workers in programs offering services to disadvantaged women and children and (2) to profile welfare programs and associated training programs. Findings discussed focus on background characteristics of alumni, jobs held by child development graduates, and required job competencies. Views of specialists in child development and allied disciplines are reported and their recommendations for improving the child development curriculum are offered. Appended material includes data tables, along with forms and measures used in contacting subjects and gathering data. (RH)

ED 234 903 PS 013 842

Corn, Sandra L.
Past and Present Child Care in Israel.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Clinics; *Disabilities; *Disadvantaged Youth; *Early Childhood Education; Educational History; *Educational Practices; Foreign Countries; Jews; Parent Education; Preschool Curriculum; Teacher Education
IDENTIFIERS- *Israel

Providing an historical and current account of Israel's early childhood care and educational system, this report depicts a state-supported system that has emphasized, through both home and classroom techniques, early intervention for the Jewish disadvantaged and handicapped child and family. Focusing on the goals, methods, and realities of child care, the discussion describes health care clinics, day care centers, public and private kindergarten, special education, kibbutz education, Arab education, parent involvement, curriculum goals and schedules, and teacher training on state and international levels. It is concluded that published literature and observation reveal Israel's educational system as a progressive, successful, and excellent model for developed and newly developing countries. (BJD)

ED 234 960 RC 014 349

California Migrant Secondary Summer Programs Directory 1983.
State Univ. of New York, Oneonta. Coll. at Oneonta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Maps; *Migrant Education; *Migrant Programs; Personnel

Data; *Regional Programs; School Personnel; *Secondary Education; *State Programs; *Summer Programs
IDENTIFIERS- *California

A 1983 directory of California migrant summer secondary programs contains listings for schools in 79 communities; emphasis is on secondary education, although listings are also given for some junior high and grade schools that may serve grades 9-12 through PASS (Portable Assisted Study Sequence). A map of counties is given for each of 11 California regions, followed by information on area divisions within the regions, including, for most regions, operating agency, school district and site, address, grades served, dates of programs, director, and contact person if any. Regional maps note which programs are direct-funded and give names, addresses, and telephone numbers of regional administrators. Schools are listed alphabetically by city. The cover of the directory is a map from California's master plan for migrant eduction, showing operating agencies and giving names, addresses, and telephone numbers of contact persons for regional and direct-funded programs. (MH)

ED 234 677 HE 016 587

Rubin, Allen; Waterman, Denise
Statistics on Social Work Education in the United States: 1982.
Council on Social Work Education, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Council on Social Work Education, 111 Eighth Avenue, New York, NY 10011 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Admission; College Applicants; *College Programs; *Degrees (Academic); *Enrollment Trends; Ethnic Groups; Graduate Study; Higher Education; Professional Education; *Social Work; Specialization; *Student Characteristics; Student Financial Aid; *Teacher Characteristics; Teacher Salaries; Undergraduate Study

A narrative summary and detailed 1982 statistics on social work programs, students, and faculty are presented. Data were obtained from a total of 292 programs accredited by the Council for Social Work Education (CSWE). Information is provided on: the geographic distribution of social work programs; number of programs and faculty by type of institution, level of program, and size of institutional enrollment; percentage of full-time faculty members' time in doctoral programs; faculty members' educational background, tenure, rank, and personal characteristics by level of social work program; faculty members' primary resonsibility; salary in relation to sex and ethnicity; student applications and enrollment in programs; students' age, sex, and ethnicity; students' primary field of practice, and student financial aid. In addition, information is provided for each college, including the following: baccalaureate students' ethnicity and sex by year in school; number of students awarded Bachelor of Social Work degrees by sex and ethnicity; application and admission rates; masters' degree students enrolled by ethnicity, age, and sex; master's degree students by primary field of practice or social problem concentration. A list of graduate and baccalaureate social work programs accredited by CSWE are appended. (SW)

ED 234 691 HE 016 616

Avis, Joan; And Others
Mission, Goals, and Deeds: A Report to the University President.
San Francisco Univ., CA. School of Education Faculty Association.
PUB DATE- 15 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Church Related Colleges; College Environment; *College Role; Doctoral Programs; *Educational Objectives; Higher Education; *Schools of Education; *Student Role; *Teacher Role
IDENTIFIERS- Public Service; *University of San Francisco CA

The scope of the work of the School of Education at the University of San Francisco is discussed with reference to the university's mission and goal statements. These missions and goals reflect the aspirations of Roman Catholic and Jesuit education, along with the university's contemporary thinking on the proper relationship between faith and reason. In addition to providing data regarding the achievement of institutional goals, attention is directed to the doctoral program of the School of Education. The 12 goal statements include the following: seeking excellence in teaching, learning, and inquiry, and improving the community; providing a learning, teaching, and working environment that is personalized, supportive, and humane; enlisting the support of faculty and staff to achieve the university's goals and to develop innovative educational programs; encouraging research and creative achievement with academic freedom; encouraging the admission of students with the capacity and motivation to excel without regard to their age, sex, and background; providing students the opportunity to explore their personal values, religious experiences, and philosophical beliefs; and promoting in students an understanding of the diverse cultures of the San Francisco Bay area and the world. (SW)

ED 234 706 HE 016 632

Jackson, Anita
Research in Higher Education: The Arts/The Sciences.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Art; *Fine Arts; Higher Education; Music; *Natural Sciences; *Research Needs; *Research Projects; Scholarly Journals; *Social Sciences; *Student Attitudes

Students' views concerning research were studied with a sample of students in the arts, the natural sciences, and social sciences. Questionnaire responses were obtained from 225 graduate and undergraduate students attending four colleges. Students in the arts (music, art, and communicative arts) comprised 49 percent of the sample; 29 percent were in the natural sciences, and 22 percent were in the social sciences. The number of students' subscriptions to research journals and the frequency of reference to research journals were determined. Students were also asked whether they were currently or previously enrolled in a research class, or whether they planned to enroll. The number of independent research studies the students had completed was also determined. Finally, students listed problem areas for which they thought research might provide answers. Students showed evidence of a grasp of fundamental human needs and possible ways of meeting these needs. It is concluded that more attention should be directed to the dissemination of research findings in the arts and that more collaborative research between and within these fields should be encouraged. (SW)

ED 234 721 HE 016 678

Mack, David P.

Laboratory Purposes and Functions: Issues for the National Study Group on Regional Educational Laboratories.

National Inst. of Education (ED), Washington, DC.
PUB DATE- 23 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Policy; *Agency Role; Educational Development; *Educational Research; Elementary Secondary Education; *Federal Aid; Financial Support; Linking Agents; *Organizational Objectives; *Regional Laboratories; Technical Assistance
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Issues concerning the purposes and functions of regional educational laboratories supported by the National Institute of Education (NIE) are examined. The analysis is designed to assist the Study Group on Regional Laboratories to develop and evaluate a number of alternative conceptions of laboratories. A brief history of the laboratories and existing legislation and policy are reviewed. A set of questions for each issue is also included. Attention is directed to the following concerns: (1) the purposes that NIE wishes to achieve through the regional laboratories; (2) identifying the primary clients of laboratories; (3) the functions that should be performed by the laboratories; and (4) the organizational structures that are appropriate for laboratories. It is noted that although laboratories share fundamental purposes, each lab has defined its specific mission in relation to its region and the wishes of its board. In addition to the research, development, and assistance provided to individual states, laboratories share a common purpose of facilitating sharing and exchange among the states in their region. The labs focus most of their attention on the improvement of elementary and secondary education, although they often work with colleges and universities. (SW)

ED 234 735 HE 016 706

Bok, Derek
Beyond the Ivory Tower. Social Responsibilities of the Modern University.
REPORT NO.- ISBN-0-674-06899-8
PUB DATE- 82
AVAILABLE FROM- Harvard University Press, Cambridge, MA 02168 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Freedom; Access to Education; *College Role; Developing Nations; *Educational Responsibility; Equal Education; Ethics; *Higher Education; Institutional Autonomy; Moral Development; Public Policy; Racial Relations; *School Community Relationship; *Social Responsibility; Student Development; Technical Assistance; Technological Advancement

The university's many social and ethical responsibilities are examined in this book by the president of Harvard University. After a discussion of the traditional values of academic freedom, institutional autonomy, and political neutrality, ways that the university's desire for autonomy can be reconciled with the legitimate demands of state and society are suggested. Proposals are offered for using the university's academic resources to address the specific problems of racial inequality, the decline of ethical standards, the need for technological innovation, the risks of scientific research, and the desire for economic development in the Third World. Sugggestions that the university attack social injustice through such nonacademic means as voting stock, boycotting companies, and taking formal stands on controversial issues are assessed. The ramifications of each side of these issues are considered, and solutions are suggested that allow the university to serve society while continuing its primary mission of teaching and research. The book is divided into three main sections: Basic Academic Values; Academic Responses to Social Problems; and Addressing Social Problems by Nonacademic Means. (LB)

ED 234 750 IR 010 816

Gratz, Elizabeth W.; Reeve, Robert H.
Individualizing Instruction through Interactive Video.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cheating; *Classroom Techniques; College Students; *Computer Assisted Instruction; Discipline; Microcomputers; *Teacher Education; Video Equipment; *Videotape Recordings
IDENTIFIERS- *Interactive Video

The viability of interactive video as a method of individualizing instruction was studied using classroom management situations dealing with cheating as the program content. Students completing the program were to select the correct statement about the observed student behavior in brief video scenes, the teacher action appropriate to that behavior, and the probable result of the action. The interactive program on videotape was encoded by the SONY Cue Programmer to be used with the SONY Interactive Video Responder and Printer. Subjects were 60 students enrolled in a required Admission to Teacher Education Course at Pan American University. A criterion test, used as both a pretest and posttest, consisted of four brief video scenes and three multiple-choice questions to be answered following the viewing of each scene. Results indicated no mean difference between the pretest and posttest, no mean difference between the treatment and no treatment groups, and no interaction between pretesting and treatment conditions in this pilot study. Four references are listed. (LMM)

ED 234 781 IR 050 407

Sadoski, Doris; And Others
Library Training Institute for Service to the Deaf. Proceedings (California State University, Fullerton, California, July 31-August 11, 1978).
California State Univ., Fullerton.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Communication Aids (for Disabled); Deaf Interpreting; *Deafness; Learning Problems; *Library Cooperation; *Library Services; Manual Communication; Questionnaires; Special Education; Speech Communication
IDENTIFIERS- California; *Captioned Films; *Teletypewriters; User Needs

This 10-day institute provided its 26 participants with: (1) presentations on the need for and methods of providing library services for the deaf and hearing impaired, covering such topics as the cataloging and acquisition of deaf material, and Braille Institute and Library of Congress resources for the physically handicapped; (2) field trips to a motion picture producer of deaf materials, a library network providing teletypewriter (TTY) service, schools for the deaf, and a deaf college library; and (3) presentations on general topics pertinent to the deaf, including infant testing, vocational rehabilitation, counseling, the legal rights of deaf persons, special education, audiology, and the different modes of communication for the deaf (speech, lipreading, signing, fingerspelling, and interpreting). The transcribed proceedings summarize institute activities and provide a glossary of terms related to deafness, a check list for providing library services to the deaf, and case studies related to these services which were used for discussion by institute participants. Lists of participants and guest speakers are given. Appendices include bibliographies, instructions for the provision of storytelling for hearing impaired children, information on captioned films for the deaf, a copy of a questionnaire distributed at the institute, and related items. (ESR)

ED 234 796 IR 050 426

Bonzi, Susan
Illinois Public Library Annual Reports: Technical Processing.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Annual Reports; Data Collection; *Data Processing; Program Costs; *Public Libraries; State Programs; *Statistical Data
IDENTIFIERS- Error Detection; *Illinois; *Library Statistics

This paper reviews and summarizes the procedures used by the Library Research Center (LRC) of the University of Illinois to process data from Illinois public library annual reports filed with the Illinois State Library (ISL). The complete processing cycle is described, including: (1) preparation and revision of reporting forms; (2) their distribution and review; (3) the coding of data and its input into a computer file; (4) error checks performed; and (5) the generation of products, particularly a set of information elements from each library which is published annually in "Illinois Libraries," and the annual "Analyses of the Illinois Public Library Statistics," which presents sixteen ratios and percentages derived from annual report data. Information on processing costs and samples of input, editing and output programs are also provided. (ESR)

ED 234 797 IR 050 428

Etchingham, John B., Jr.
An Introduction to Citation Indexing at the University of Rhode Island Library.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Libraries; *Citation Indexes; Guidelines; Higher Education; *Library Instruction
IDENTIFIERS- Arts and Humanities Citation Index; *Science Citation Index; *Social Sciences Citation Index

Instructions are given for using three citation indexes produced by the Institute for Scientific Information: "Science Citation Index," "Social Sciences Citation Index," and "Arts and Humanities Citation Index." A brief explanation of citation indexing and a discussion of its benefits precedes descriptions of how to use the three sections found in each index: "Permuterm Subject Index," "Source Index," and "Citation Index." An example of a search in each index is also provided. (ESR)

ED 234 811 IR 050 443

King, Donald W.; And Others

The Value of the Energy Data Base.

King Research, Inc., Rockville, Md.; MAXIMA Corp., Silver Spring, Md.

SPONS. AGENCY- Department of Energy, Oak Ridge, TN. Technical Information Center.
REPORT NO.- DOE/OR/11232-1-(DE82014250)
PUB DATE- 31 Mar 82
CONTRACT- A105-800R11232
AVAILABLE FROM- National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cost Effectiveness; *Databases; *Energy; *Federal Programs; Indexes; Information Services; *Information Utilization; Online Systems; Program Effectiveness; Questionnaires; Reference Services; Research Reports; Surveys; Use Studies
IDENTIFIERS- *Energy Data Base; *Information Transfer; Journal Articles

A study was conducted to assess the value of the Energy Data Base (EDB), which is produced by the Technical Information Center (TIC) of the Department of Energy (DOE) in order to provide a means of identifying primary energy information sources, particularly journal articles and technical reports. The volume of energy information distributed to and used by the DOE-funded research community was identified, and value was determined in terms of user willingness to pay for information, the effect of information obtained on work, and the effect of the work performed on organizations and society. Two types of value were computed: apparent value, or the amount paid for information in terms of time and money; and consequential value, or the savings achieved by the application of the information. Data used came from TIC records and a previous survey of scientists and engineers which identified the value associated with the reading of journal articles and technical reports in terms of both dollars and time saved. It was found that savings of equipment resulted from the use of EDB products and services, and benefit-to-cost ratios for EDB searching and reading were identified as 5.9 to 1 and 31 to 1 respectively. This report contains an executive summary and technical documentation of the study. Sample questionnaires and a 47-item bibliography are provided. (ESR)

ED 234 840 JC 830 438

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community and Technical Colleges. Volume II.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Instruction; College School Cooperation; *Community Colleges; Computer Assisted Instruction; English Instruction; Fund Raising; Humanities Instruction; *Instructional Development; Interdisciplinary Approach; *Remedial Instruction; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Utah

A series of articles is presented on teaching and learning in Utah community and technical colleges. After an editorial comment by J. Marvin Higbee on the goals and purposes of the Utah Association of Community Colleges, V. Lowell Hansen discusses the role of the technical instructor in the information society of the 1980's. Next, Ace G. Pilkington presents the advantages and difficulties encountered in Dixie College's interdisciplinary team-taught course, "Utopias in Life and Literature." Following Greg Clark's presentation on the objectives and outcomes of Snow College's program for teaching college-level English to high school seniors, Roselyn Kirk discusses Utah Technical College at Salt Lake's (UTC/SL's) course to prepare students for careers as professional writers. Heber Moulton then describes UTC/SL's course "Accountants' Use of the Computer." Janice R. Fauske's article defines developmental education and discusses its place in today's educational arena. After Roger G. Baker reports on Snow College's study comparing the achievement of remedial-eligible students in regular and remedial classrooms, Ray H. Beckett, Jr. outlines the qualities of a good funding proposal and identifies alternative funding sources for community colleges. Finally, Vaun Waddell highlights changes in the state of Utah and their implications for community colleges. (HB)

ED 234 855 JC 830 455

The Development of Goals for Fiscal Year 1983.
South Oklahoma City Junior Coll., Okla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; *College Planning; Community Colleges; *Educational Assessment; Employee Attitudes; *Organizational Objectives; Policy Formation; *Self Evaluation (Groups); Student Attitudes; Teacher Attitudes; Two Year Colleges

Between April and June, goals for South Oklahoma City Junior College (SOCJC) are developed using a systematic structure for soliciting, organizing, and prioritizing concerns and for developing these concerns into goal statements. First, the problems and concerns of various groups, including students, administrators, managers, faculty, staff, outside accrediting agencies, the Board of Regents, and the College Planning Council, were solicited. Then, the Research Office reviewed the concerns and divided them into those dealing respectively with students, instruction, personnel welfare, and management and administration. Two workshops were then held to develop institutional goals for 1983 based on the listing of contributed concerns. During the first workshop, students, management, staff, and faculty identified concerns that could be handled by specific departments within SOCJC and then prioritized remaining concerns. During the second workshop, representatives of management and administration developed a single prioritized list of institutional goal statements and an additional list of long-range goals. Finally, the Executive Cabinet identified eight institutional goals for 1983 based on the previously developed goal statements. This report includes charts illustrating the input/output structures, a complete listing of the contributed concerns, the final goal statements, the survey instruments, listings of the concerns sent directly to specific divisions, prioritized concern statements, and 1983 goals. (LL)

ED 234 918 PS 013 865

Speece, Deborah L.; McKinney, James D.

The Longitudinal Development of Conservation Skills in Learning Disabled Children.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Special Education (ED), Washington, D.C.
PUB DATE- Aug 83
GRANT- 01-HD17349; HD-07178
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Comparative Analysis; *Conservation (Concept); *Developmental Stages; *Elementary School Students; Grade 1; Grade 2; Intelligence Quotient; *Learning Disabilities; Longitudinal Studies; Primary Education; *Student Improvement

A longitudinal investigation was conducted on the development of conservation skills in learning disabled (LD) children. During each of 3 years, six measures of conservation from the Concept Assessment Kit (space, number, substance, weight, continuous quantity, and discontinuous quantity) were administered to 31 newly identified LD students and 33 normally achieving children. Results indicated that the LD group demonstrated a developmental delay in attaining the stage of concrete operations. However, when this stage was achieved, the LD group appeared to acquire specific concepts at the same rate as normally achieving children. Academic achievement was not predicted by full scale IQ and total conservation scores in the LD group. The LD group exhibited a nonsignificant pattern of correlations between conservation performance and IQ and achievement variables, whereas the normally achieving group demonstrated moderate significant relationships. For the LD group, the lack of overlap between conservation performance, IQ, and achievement suggested that these children may be developmentally different in their approach to cognitive tasks. (Author/RH)

ED 234 932 RC 013 960

Scharf, M. P.
A Background Paper on Rural Education in the Province of Saskatchewan.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bus Transportation; *Change Strategies; *Consolidated Schools; Coping; *Declining Enrollment; Developed Nations; Elementary Secondary Education; Enrollment Trends; Foreign Countries; Mergers; Population Trends; Rural Areas; Rural Education; *Rural Schools; School Closing; *School Statistics; Student Transportation
IDENTIFIERS- *Saskatchewan

A 1981-82 compilation of population and school statistics from Saskatchewan provides information on the context of rural education in that province. Between 1901 and 1981 the population fluctuated, reaching a high of 991,000 estimated population in 1982. Saskatchewan schools experienced a 19.6% decline in total enrollment from 1971 to 1981, and a 24.4% decline since the peak year of 1969. In 1981, rural schools had 44.9% of total provincial school enrollment (91,834 out of 204,697 students). To adjust to declining enrollments, which are expected to continue through 1990, rural school divisions have been forced to adjust their structuring of schools. The major trend has been toward schools offering all grades and away from the traditional elementary school-secondary school dichotomy. Although different towns have made different adjustments, the trend has been toward maintenance of secondary school offerings and adjustments in the elementary schools, generally by closing feeder elementary schools and extending the grade range of central rural secondary schools, or by retrieving secondary students from nearby central urban secondary schools and re-establishing K-12 schools in rural jurisdictions. Some rural schools equidistant from other centers with schools have been denuded of school population by transfer/transportation of students to the other centers. (MH)

ED 234 946 RC 014 333

Boloz, Sigmund A.; Logenbill, Judith
Developing an Effective School Budget in the Reservation School: PPBS and the School Philosophy.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; *American Indian Education; American Indian Reservations; *Budgeting; Budgets; Educational Finance; *Educational Objectives; Educational Philosophy; Elementary Education; *Participative Decision Making; Small Schools; Staff Role; Teacher Participation
IDENTIFIERS- *Brainstorming; *Ganado Public School District AZ; Navajo (Nation); Program Planning Budget Systems; Task Force Approach

Having a sound budget based on an effective school philosophy is one way to provide for quality programming in reservation schools. The Ganado Unified School District, located on the Arizona part of the Navajo Reservation, attempted to decentralize the budget-making process and to study whether the current budget effectively supported the school's programming direction. The district formed a budget task force composed of teachers, staff, and administrators, and adopted a Program Planning Budget System. The task force organized staff-teacher brainstorming sessions focusing on the current curriculum, program strengths and weaknesses, needs, and the school philosophy, which had previously been largely ignored. The task force translated the brainstorming results into a needs assessment, then categorized each needs statement under one of the school's eight philosophical goals, assigning a priority, a monetary commitment, and a time frame to each emerging objective. Consequently, in 3 weeks, the task force established 1-, 3-, and 5-year budget plans geared to the school's philosophy. Using the new budget-making process, the staff gained a better understanding of school budgets, accepted responsibility for effective budget planning, established justifiable budgets, identified alternative financing, considered personnel reassignments, and refined the school's philosophy. (SB)

ED 234 975 RC 014 381

Thompson, Alton; Traub, Betty J.
A Factor Analytic Model of Community and Life Satisfaction: The Case of North Carolina. No. 83-4.
North Carolina Agricultural and Technical State Univ., Greensboro.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Sep 83
GRANT- NCX-061-5-79-150-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Age; Blacks; *Community Satisfaction; Factor Analysis; *Individual Characteristics; *Life Satisfaction; *Models; Occupations; Poverty; *Poverty Areas; Racial Differences; Racial Factors; Rural Areas; *Rural Population; Whites
IDENTIFIERS- *North Carolina

A multivariate model, refined by factor analysis, was formulated to investigate the degree of community and life satisfaction among a multistage cluster sample of 249 rural residents in 3 racially-mixed, low-income rural North Carolina counties. The sample was almost equally divided between black (49.8%) and white (50.2%) respondents. Analysis of covariance was used to assess statistical significance of hypothesized relationships between selected socio-economic variables (age, education, occupation, race, poverty status, farm status) and the composite criterion variable--community satisfaction. Findings indicated that (1) when the effects of the covariates were removed, race and poverty status had significant effects on community and life satisfaction, while the effect of farm status was minimal; (2) education emerged as the only significant covariate; and (3) there was no interaction among the factors, but three factor-covariate interaction terms were present. The "person characteristics" (race, poverty status, education) were highly significant on the index of community satisfaction although most earlier studies noted the contrary. Black and poor respondents tended to have lower levels of community and life satisfaction than white and nonpoor residents. (Author/MH)

ED 234 562 EC 160 429

Habib, H. S.
Suggestions for Modifications in the Teaching of General Chemistry to Accommodate Learning Disabled Students: Alternative Techniques for Teaching General Chemistry to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Chemistry; *College Students; Higher Education; *Learning Disabilities; *Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

A professor involved with the HELDS project (Higher Education for Learning Disabled Students) describes modifications in a general chemistry course. A syllabus lists program objectives for eight text chapters, evaluation components, and course rules. Two units are described in detail, with information presented on modifications made for LD students. Units focus on manipulation of data (symbols, formulas, equations, and stoichiometry) and on theories related to the quantum mechanical model of the atom. Appended is a behavioral checklist for adults with LD. (CL)

ED 234 579 EC 160 452

Evans, Robert J.
Suspension and Expulsion of Handicapped Students: Prevalency in Major U.S. Cities.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Court Litigation; *Disabilities; *Discipline; Educational Policy; Elementary Secondary Education; *Expulsion; Punishment; Surveys; *Suspension

Surveys were sent to large public school systems to determine the number that suspend and/or expel handicapped students. Analysis of the 106 returned questionnaires revealed that over 97% (103) suspend handicapped students, with 61 using both in-school and out-of-school suspensions, 36 using only out-of-school suspensions, and six using only in-school suspensions. Only 32 reported using expulsion. Many systems asserted the disciplinary measures were conducted in accordance with due process requirements of P.L. 94-142, the Education for All Handicapped Children Act. Court decisions on revising students' individualized education programs, providing homebound instruction, and determining the causal relationship between behavior problems and the handicapping condition were frequently cited as support for suspension/expulsion. The author asserts that neither suspension nor expulsion has been shown effective, and that school systems must find more constructive ways to deal with the inappropriate behavior of handicapped students. (CL)

ED 234 597 FL 013 657

Dupont, Claude
A Linguistic Apprenticeship in the Advanced Language Training Program.
Public Service Commission of Canada, Ottawa (Ontario).
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTIONS- Adults; Apprenticeships; Bilingualism; *Business; English; French; *Inservice Education; Intensive Language Courses; Job Training; *Language Proficiency; Second Language Instruction;

*Second Language Programs

The Advanced Language Training Program (ALTP) of the Language Training Branch of the Public Service Commission of Canada is described. The ALTP is a structured program designed to increase employee second language proficiency. The program has an academic phase and an assignment period. The core of the four-month academic phase is a set of modules oriented to specific skills taught in workshops devoted to such topics as phonology, lexis, written expression, and oral expression. A major characteristic of the program is the encouragement of participation in extra pedagogical activities outside the structured workshops. The academic phase is intensive and is very demanding on the student. The assignment phase seeks to place the participant in a professional environment for oral and written communication for a 20-month period. It is suggested that the academic phase could be enhanced by a break in the middle to allow students to relax and assimilate the lessons. It is concluded that the program is successful in profoundly enhancing the language proficiency of the participants. (RW)

ED 234 872 JC 830 807

Pattison, Janice
Typing III. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.
Stark Technical Coll., Canton, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Descriptions; Course Objectives; Office Occupations Education; Two Year Colleges; *Typewriting
IDENTIFIERS- PF Project

An outline for an advanced typing course which emphasizes the development of production typing skills in a variety of business situations is presented. General course objectives and student performance objectives are given. Fifty lessons are organized into levels five and six. (Levels one through four comprise the Typing I and Typing II courses.) Level five (lessons 101-125) emphasizes skills needed in sales offices, general offices, accounting offices, and executive offices. Level six (lessons 126-150) emphasizes skills needed in legal offices, medical offices, government offices, and technical offices. A list of instructor and student materials and a short bibliography are included. (EM)

ED 234 904 PS 013 843

Soloway, Ronald
The Inequities of Salary Reduction as National Child Care Policy: Where Do We Go from Here.
Center for Public Advocacy Research, New York, NY.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bias; Comparative Analysis; *Day Care; Early Childhood Education; *Educational Equity (Finance); *Employed Parents; *Employer Supported Day Care; *Financial Support; Low Income; Public Policy; Salaries
IDENTIFIERS- *Government Subsidies; Internal Revenue Service; *Salary Reductions

The salary reduction plan for financing child care is of little benefit to taxpayers earning below 16,000 dollars because these working parents would receive equal or better value by using the child care tax credit. For income levels between 16,000 and 20,000 dollars, the salary reduction plan may have some marginal utility to working parents (that marginal utility increasing as the cost of child care increases). At 2,400 dollars of child care cost per year, the salary reduction option provides little benefit; however, at 5,000 dollars of cost per year, the salary reduction option could double the savings available to a family earning 20,000 dollars. Nonetheless, consideration must be given to how likely it is that working parents earning 20,000 dollars will spend 5,000 dollars on child care. For income above this figure, salary reduction offers substantial and ever-increasing tax benefits. Without federal government programs addressing the needs of low-income working parents, salary reduction becomes nothing more than a massive income redistribution plan on behalf of those most able to afford child care for their children. Further, salary reduction permits companies to meet parents' needs through government subsidy; with salary reduction no incentive will exist for business to establish alternate dependent care assistance programs. If salary reduction plans are approved by the Internal Revenue Service they should be capped at 3,000 dollars per individual. Savings thereby accruing to the federal government should be used to fund child care services for low-income working parents. (Author/RH)

ED 234 961 RC 014 351

Trocco, Frank; Cohen, Mike

In Wilderness is Our Self Preservation.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Conservation Education; Cultural Influences; *Ecology; *Environmental Education; Experiential Learning; *Group Counseling; Group Discussion; *Outdoor Education; Perception; *Self Congruence; *Stress Management; Stress Variables

IDENTIFIERS- *National Audubon Society Expedition Institute

The National Audubon Society Expedition Institute utilizes an outdoor experiential program which allows people and nature to achieve dynamic equilibrium and has been demonstrated successfully with high school through field programs led by Master's students. The Institute works with the premise that truly sustaining and potent education is the process which aids humankind in developing behavior congruent with maintaining the Earth as a living organism. Assumptions are (1) Earth is seen in its entirety as a living organism; (2) nature and human nature are one; (3) people are an organ of the organization of the Earth; (4) all elements of the Earth-organism system are interrelated; (5) our culture, language, and symbols are presently inadequate to explain Earth as a living organism; (6) sensing the totality of the Earth as a living system involves sensing the wholeness of yourself; and (7) the life of the planet is in continual fluctuation between tension and tension-release of energy. These assumptions are used to create a conceptual framework that accepts tension as the common denominator between people and the rest of life and a methodology which encourages people to experience and express feelings and thus reduce interpersonal tensions and become close to nature and animate feelings of self-preservation. (MH)

ED 234 615 FL 013 933

Cazden, Courtney B.; Belendez-Soltero, Pilar

The Acquisition of Spanish as a First Language.

Harvard Univ., Cambridge, Mass.; Inter American Univ., San Juan (Puerto Rico).

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 83
GRANT- NIE-G-80-0013
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Language; Hispanic Americans; *Language Acquisition; *Puerto Ricans; *Spanish; Verbal Development; *Verbs; Young Children
IDENTIFIERS- Massachusetts; Puerto Rico

The acquisition of Spanish as a first language was investigated in a study of eight Puerto Rican children ranging in age from 17-39 months. The speech of the four children studied in Puerto Rico was analyzed in detail and compared with that of the four children taped in Boston. The children's speech was taped in natural situations and analyzed in terms of the accuracy and complexity of the verb system. A common developmental pattern for the acquisition and appearance of the verb system was observed. For most of the children, repetitions seemed to influence verb system development. In comparison with the Boston group, the Puerto Rican group showed more diversity in developmental patterns. In general, the Puerto Rican children were more similar to the Boston children (individually) than to one another. (Author/RW)

ED 234 632 FL 013 954

Wald, Benji

Topic and Situation as Factors in Language Performance.

National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-05-81

PUB DATE- Dec 81
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; Elementary Education; English; Grade 5; Grade 6; Language Dominance; *Language Proficiency; Morphology (Languages); Spanish; *Speech Communication; Syntax
IDENTIFIERS- California (Los Angeles)

The results of a one-year study of the effect of topic and situation on the speech behavior of fifth and sixth graders of Spanish-English background are reported. Two elementary schools in Los Angeles County were selected for the study. Students' language skills as evidenced in spontaneous speech obtained through sociolinguistic methods of observation and analysis were examined. These skills were compared with linguistic behavior in other situations. The differences between language behavior in the peer sociolinguistic interview sessions and in individual interviews are highlighted. It was found that morphology was only marginally affected by the situation, that syntax showed quite different patterning from morphology, and that length of residence showed a critical period during which speakers exhibited clear preference for either Spanish or English in peer interaction and in extended discourse. One major implication is that, while tests of morphology are useful for evaluating morphological development, they are not representative of functional speech behavior unless they allow for extended discourse. It is concluded that the concept of language proficiency, as applied to sudents on the basis of conventional language proficiency assessment instruments, should be distinguished from language abilities. (RW)

ED 234 648 HE 016 250

Powers, David R.; Powers, Mary F.
Making Participatory Management Work. Leadership of Consultive Decision Making in Academic Administration. First Edition.

REPORT NO.- ISBN-0-87589-567-0
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 433 California St.,

Suite 1000, San Francisco, CA 94104 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Administrators; Advisory Committees; Board Administrator Relationship; *College Administration; College Faculty; College Planning; Group Dynamics; Higher Education; Leadership; Organizational Development; *Organizational Effectiveness; *Participative Decision Making; *Problem Solving; Teacher Administrator Relationship; Teacher Participation

Participatory management (PM) is discussed in this step-by-step guide that shows how PM can be made to work effectively on a daily basis in academe. Suggestions are offered for helping higher education administrators consult efficiently with representatives of campus groups--faculty, other administrators, advisory board members, policy council representatives, and others. Prescriptions are offered for overcoming potential PM drawbacks such as slowness of the decision-making process, faculty apathy in administrative matters, and different goals of the groups involved. The authors demonstrate how effective leaders can get all groups to work together for the common good of the institution, instead of for their own narrow interests; and illustrate the usefulness of participatory management in handling such current problems as budget reductions, faculty retrenchment, program termination, structural reorganization, and financial planning. Leadership skills needed to coordinate and conduct consultive processes are identified, along with the issues and problems with which participatory management is most successful, including those in crisis situations when prompt action is required. (LB)

ED 234 663 HE 016 558

Policies for Higher Education in the 1980s. Intergovernmental Conference of the Organisation for Economic Co-Operation and Development (October 12-14, 1981).

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12448-9

PUB DATE- Oct 81
AVAILABLE FROM- Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Access to Education; *Admission Criteria; *College Planning; College School Cooperation; *Comparative Education; Educational Demand; Educational Finance; *Educational Policy; Education Work Relationship; Financial Policy; Foreign Countries; Governance; *Higher Education; Nontraditional Students; Power Structure; Resource Allocation
IDENTIFIERS- Europe; United States

Issues concerning the future of higher education and trends in the 1970s are analyzed in the proceedings of the 1981 Intergovernmental Conference of the Organisation for Economic Co-Operation and Development. The following themes are addressed: access to higher education, the changing relationship between higher education and working life, new patterns of authority, and financing and redeployment of resources. The following factors that are likely to be influential in the future are also considered: changes in the social demand for higher education, employment prospects, research and technology requirements, financial considerations, the internal dynamics of higher education institutions, and changing power structures. Access to higher education is discussed with regard to: quantitative college planning, admissions policies, changing links between higher and secondary education, access of new groups and new forms of attendance, coordinating admission and financing policies, limits to growth of higher education, structural reforms of higher education, selection methods and criteria, and admissions policy variations within and between countries. Statistical data on student characteristics and enrollment trends for a number of countries are included. (SW)

ED 234 678 HE 016 588

Boyan, Douglas R., Ed.; And Others
Open Doors: 1981/82. Report on International Educational Exchange.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-117-5
PUB DATE- 83
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($22.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Educational Background; *Enrollment Trends; Foreign Countries; *Foreign Students; *Geographic Distribution; Higher Education; Intensive Language Courses; *International Educational Exchange; Majors (Students); National Surveys; Private Colleges; Questionnaires; State Colleges; *Student Characteristics; *Study Abroad; Two Year Colleges

Results of the 1981-1982 census of foreign students in the United States are presented. In addition to an overview of foreign study in the United States and other countries, data are provided on students' nationality, academic characteristics, personal characteristics, distribution by state, two- and four-year institutions, public and private institutions, institutions with the most foreign students, expenditures for living costs, intensive English language programs, and study abroad programs. Appendices provide information on the following: foreign student enrollments by institution and state for 1980-1981 and 1981-1982; foreign student detailed nationality data by region (i.e., extrapolated count, base numbers, percentage distribution, and percentage change); detailed field of study categories; codes for countries by continent and subregion; states within U.S. regions; foreign student enrollments in intensive English language programs by program and location; the number of U.S. college-sponsored study abroad programs, 1980-1981 by region/country, as well as the number of students by sex and fields of study; the number of foreign students in the 45 leading host countries, 1978; and characteristics of countries of origin. Information on data collection procedures and sources of data is included, along with a sample questionnaire. (SW)

ED 234 692 HE 016 617

Leslie, James W.
Policy and Procedures, University of Rhode Island Foundation.
Rhode Island Univ., Kingston. Foundation.

PUB DATE- Mar 83
AVAILABLE FROM- 21 Davis Hall, University of Rhode Island, Kingston, RI 02881 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Policy; *Administrator Responsibility; Agency Role; College Administration; Educational Finance; *Endowment Funds; *Financial Policy; Fund Raising; *Governing Boards; Higher Education; *Money Management; *Private Financial Support; School Accounting; Trustees
IDENTIFIERS- Bylaws; *University of Rhode Island Foundation

A guide to policies and procedures of the University of Rhode Island Foundation is presented. Attention is directed to the following concerns: fund-raising policies, the act incorporating the University of Rhode Island Foundation, by-laws, dual signature system, nominating committee responsibilities and procedures, policy and guidelines for the management of endowments and other funds, committee operations, policy on the establishment of endowments, designation of the foundation as the patent management arm of the Board of Governors, financial policies of the foundation, guidelines for foundation gift disbursements and grants, stock donation guidelines, policy on boat acquisitions, and finance and audit committee procedures. The foundation's role is defined as encouraging and providing support from private sources for the university. The foundation has power to receive, take, hold, invest, administer, and care for any property, real or personal, that is conveyed. The funds may be used for such purposes as scholarships and loans, teaching, research, fellowships, lectureships, and investigations. (SW)

ED 234 707 HE 016 633

Hyer, Patricia; And Others
The Status of Women Faculty at Virginia Polytechnic Institute and State University: A Five Year Progress Report. Final Draft.
Women's Network of Virginia Tech. Univ., Blacksburg.
PUB DATE- 1 May 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Rank (Professional); Administrator Selection; Departments; *Employment Practices; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Promotion; Faculty Recruitment; Females; Higher Education; Institutional Research; *Personnel Policy; Salary Wage Differentials; *Sex Discrimination; State Universities; *Teacher Salaries; *Women Faculty
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

The status of women faculty members at Virginia Polytechnic Institute and State University is examined. Attention is focused on the progress made by the university over the last 5 years in hiring and promoting women faculty, the representation of women in the administration and university governance, and salaries. Major conclusions are as follows: underrepresentation of women remains a serious problem; no significant progress has been made in increasing the number and proportion of women on the instructional faculty over the last 5 years; underrepresentation is serious at the senior rank; some departments and colleges have attracted women faculty in approximate proportion to their availability in the doctorate pool but many have not; 20 departments have no women faculty; attrition of women at both junior and senior levels is a significant factor impeding steady progress, since dissatisfaction appears to erode institutional loyalty; over the last few years, important administrative positions have been filled by women; and women's salaries in arts and sciences, education, and in the library are more likely to be at the lower end of the salary range, rather than distributed evenly around the male average; and the lack of accessible information on outcomes of decision-making in faculty issues is a problem. Supporting data are included. (SW)

Rossi, Peter H.
Observations on the Organization of Social Research.
PUB DATE- 71
AVAILABLE FROM- Seminar Press, New York, NY.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Consortia; Departments; Higher Education; *Institutional Characteristics; *Organizations (Groups); Organization Size (Groups); *Power Structure; Research and Development Centers; *Research Projects; *Social Science Research
IDENTIFIERS- NIE R and D Centers and Regional Educational Lab.

The organization of social research is discussed. Attention is directed to the following concerns: the forces that foster organizations of research into centers and institutes and the informal organization of research into collaborative efforts; the forms taken by research organizations in the present and the advantages/disadvantages of each form in relation to the functions for which organizations are apparently devised; and the optimal organizational forms for research purposes of different sorts. It is suggested that research organizations vary in size, amount of funding, and structural characteristics. In collegia, or informal research groups, members tend to be of equal status and engage in few concerted research efforts. The least to most complex research organization, in order of complexity, can be classified as follows: collegia, consortium, institute, and research firm. Research firms have elaborate divisions of labor, hierarchies of authority, and status within professional cadres. Research firms and academic departments have radically different organizational principles. These differences have implications for conducting large-scale surveys. Problems of the social research enterprise, including salaries, retaining research personnel, and deciding research topics, are also discussed. (SW)

ED 234 751 IR 010 817

Lopez, Antonio M., Jr.
Microcomputers: Media or Mania
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adoption (Ideas); *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; Databases; *Microcomputers; Programing Languages; Technological Advancement
IDENTIFIERS- *Computer Uses in Education; Interactive Systems

In examining microcomputer uses in education, consideration must be given to hardware, software, and most importantly, the people who will use them. The educational software market is being affected by hardware manufacturers, educational publishers, independent software houses, user groups, and classroom teachers. Each of these groups has clearly defined (and not necessarily compatible) objectives for producing software. Problems in software evaluation include the need for a software classification system for educational purposes. One possible classification system could begin by categorizing educational software as administrative software, computer assisted instruction (CAI) software, or programming languages, and subdividing these categories. Hardware aspects include the use of dedicated processors, as in video games and interactive video peripherals. Articles on educational media have increasingly focused on microcomputers because of their decreased costs and size, and their increased capabilities. As computers have become essential to modern communications systems, so communications systems have become essential to provide access to databases of information throughout the country. We must be reasonable in our approach to the media and be aware of the mania that can lead to intellectual irresponsibility. (LMM)

ED 234 766 IR 010 834

A Report of the Computer Application Task Force.
New Jersey State Library, Trenton.
PUB DATE- Jul 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Oriented Programs; Databases; *Library Automation; *Library Networks; *Library Planning; Library Services; Standards; State Libraries; *Statewide Planning; *Technological Advancement; Union Catalogs
IDENTIFIERS- *New Jersey

Ways in which computer technology can be used to support the development of a library network are proposed by the Computer Application Task Force, following the recommendations of the New Jersey Statewide Planning Group and its several task forces. A summary of three primary recommendations is followed by a general discussion of opportunities presented to libraries by computerization, national trends in automation, library automation trends in other states, and library computer applications in New Jersey. The specific recommendations presented include (1) the establishment of an office of library systems technology in the State Library; (2) the creation of a statewide bibliographic database and standards for machine-readable records; (3) the creation of a statewide union catalog; (4) the expansion of the New Jersey Union List of Serials; (5) the creation of service centers; (6) the introduction of computerization to service centers; (7) the formation of a service center network; and (8) the installation of additional computerized systems in the service centers. A brief description of the library of the future closes the report. The two appendices present a table displaying the areas of agreement on library automation concepts in the Musto Report, State Plan, LDC Subcommittee on Automation Report, and the State-Wide Plan for Higher Education, and a partial listing of automation projects in New Jersey libraries. (LMM)

ED 234 782 IR 050 408

Williams, Martha E.; And Others
MARC Database Statistics: An Aid to BSDP Participants Covering Volumes 1 through 8 of the LC MARC Database BOOKS ALL. Final Report.
Illinois Univ., Urbana. Coordinated Science Lab.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- UI-CSL-R-945
PUB DATE- Jun 82
GRANT- CLR2008
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Books; *Cataloging; *Classification; *Databases; Information Processing; Online Systems; Tables (Data); Trend Analysis
IDENTIFIERS- Dewey Decimal Classification; Library of Congress Classification; *Machine Readable Cataloging; *MARC II

MARC II database statistics and trends from the years 1973-74 to 1980-81 are presented for the benefit of processors of the MARC file who may use the data for planning file structures, selecting subsets of MARC for local processing, estimating processing time based on record sizes, and estimating future file sizes based on growth rates. It is noted that the statistics can also be valuable in the preparation of user profiles and search strategies for subject searching of the MARC database online, and in the establishment of content definitions for full and abridged bibliographic records. Tables included in the report provide a detailed characterization of the content and changes in the MARC database in terms of such basic attributes as record length, field tag occurrence, data element length per field tag, and distribution of records by Dewey Decimal Division and Library of Congress class code. Distributions for Library of Congress categories vs. mean record length, and main entry length vs. mean record length, are also given. A brief analysis of trends precedes the report's extensive tables. (Author/ESR)

ED 234 827 JC 830 423

PREP: Program Review Extension Procedures Manual. Michigan Community Colleges.

Michigan State Board of Education, Lansing.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.; Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; Community Services; Continuing Education; *Data Analysis; *Data Collection; *Evaluation Methods; General Education; *Program Evaluation; Questionnaires; Self Evaluation (Groups); State Programs; Surveys; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Michigan; *Program Review Extension Procedures

The Program Review Extension Procedures (PREP) set forth in this manual are a flexible set of procedures and questionnaires designed for use by Michigan community colleges in evaluating non-occupational instructional areas. First, introductory material explains that PREP is not a component of, but rather a companion model to the Michigan Community College Occupational Education Evaluation System (MCCOEES); identifies the kinds of information gathered through PREP and how this information can be used; and discusses PREP's implementation. The next three sections explain the procedures and provide the instruments for evaluating: (1) general education requirements in occupational programs through surveys of students, occupational faculty, and general education faculty; (2) continuing education and community service through surveys of students, faculty and staff, and businesses and agencies; and (3) arts and sciences or transfer programs and courses through student and faculty surveys and other data sources. The final section offers instructions for analyzing the PREP data both manually and with a computer and offers guidance in presenting the findings. Appendices provide the PROE Occupational Faculty Questionnaire and Lansing Community College's Transfer Study Questionnaire. (LL)

ED 234 841 JC 830 439

Chang, Ping-Tung
College Developmental Mathematics--A National Survey.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *College Mathematics; *Mathematics Instruction; Mathematics Teachers; National Surveys; Postsecondary Education; *Remedial Mathematics; *Remedial Teachers; Student Evaluation; *Teacher Attitudes; Teacher Qualifications; Teaching Methods

A nationwide survey was conducted to evaluate the effectiveness of college remedial mathematics programs. Questionnaires mailed to 200 two- and four-year remedial educators solicited information on teaching techniques, student evaluation, course offerings, faculty qualifications, classroom resources, math labs, time limits on remediation, follow-up studies, and the future of remedial programs. Study findings, based on a 73% response rate, included the following: (1) 82% of the colleges offered elementary algebra, 68% arithmetic, and 53% intermediate algebra; (2) most colleges did not offer credit for remedial courses; (3) the majority of the instructional faculty members held a master's degree in mathematics or math education; (4) the traditional lecture-discussion method was used by 74% of the instructors; (5) most instructors favored pencil-paper examinations; (6) the average class size was from 15 to 30 students; (7) 91% of the colleges provided tutorial services; (8) 42% of the remedial students finished developmental programs within 15 weeks; and (9) 46% to 75% of the remedial students successfully completed at least one college-level math course after remediation. (LL)

ED 234 856 JC 830 456

Faculty Salaries in the California Community Colleges: 1982-83 Academic Year. Commission Report 83-27.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 20 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Faculty; *Community Colleges; Educational Legislation; *Faculty Workload; *Full Time Faculty; *Part Time Faculty; State Surveys; Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

In response to a legislative directive, this report provides salary information on part- and full-time faculty in California's community colleges. Introductory material reviews the history and preparation of the salary report. Part 1 deals with full-time faculty, including tables showing: (1) salary schedules for the University of California (UC), California State University (CSU), and Sonoma County Junior College District; (2) salary ranges in 20 community college districts; (3) academic qualifications required to attain highest scale and step; (4) average salaries; (5) cost of living adjustments; (6) average salaries and cost of living adjustments at UC, CSU, and the community colleges; (7) stipends bonuses offered by community colleges; (8) regular number of weekly faculty contact hours; (9) number of overload hours; and (10) hourly compensation for overload assignments. Part 2 focuses on part-time faculty and provides information on the advantages and disadvantages of using part-time faculty; a 1982 report on employment patterns within the California community colleges; legislation limiting the use of part-time faculty; percentages and numbers of full- and part-time faculty from 1979 to 1982; numbers and percentages of weekly contact hours for full- and part-time faculty; and compensation of part-time faculty. Part 3 summarizes findings. (LL)

ED 234 889 PS 013 742

Bishop, Jay K.

Change as a Function of Play: Toot! Toot!
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Children; Foreign Countries; *Individual Development; *Play Therapy
IDENTIFIERS- Canada; *Therapeutic Play

Following the work of Vygotsky, this paper explores three dimensions of change in play therapy: linear, additive, and emergent pivotal structures. In therapeutic play, the child expresses actions and initiates movements, sounds, and gestures. Then, seemingly "out of the blue," the child shifts such gestures to an episode containing unrelated behaviors. This shift of activity is called a "pivot." More precisely, a pivot is a shift in action within an action, a turning point in a flow of events. In therapy, the stopping, starting, continuation, and modification of play sketch out the domain of the pivot and the foundations for change in therapy. Whether linear, additive, or emergent, the number of pivots in a session is not relevant; however, the purpose each plays and the structure and function each portends are significant. In play therapy, the pivot belongs to the child and is stimulated as a representation of the child's need for meaning. (RH)

ED 234 919 PS 013 866

Klinman, Debra G.
Education for Fatherhood: Developing the Nurturing Potential of Boys and Men.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Caregivers; *Child Rearing; *Educational Innovation; Elementary Secondary Education; Field Studies; *Males; National Surveys; Postsecondary Education; Preschool Education; *Program Development
IDENTIFIERS- *Nurturance

In September of 1981, the Fatherhood Project at Bank Street College in New York City began field research investigating the ways in which America's major social institutions were responding to the call for greater male involvement in childrearing. The research effort attempted to identify innovations in five major institutional sectors: the law, employment, family health care, social and supportive services, and education. Nearly 400 examples of innovative programs or policies were identified. Key personnel responsible for the programs received a written questionnaire; many were also interviewed by telephone. Model programs were selected for site visits by project staff, who collected observational data and conducted in-depth interviews with service providers and users. The discussion in this report focuses on what the project learned about innovations in the process of formal education and specifically describes work done at four levels of the formal educational process: preschool, elementary, high school, and college. At every level, innovative educational programs were found; among others, these included programs designed to introduce men into preschool classrooms and to develop nurturant behaviors in male elementary school students. Programs were also identified that provided "hands on" child care experiences as part of a preparenthood curriculum for teenagers and that offered college courses centered on the study of fatherhood. (RH)

ED 234 563 EC 160 430

Brunner, Gerald F.
Teaching Electricity with Learning Disabled Students: Alternative Techniques for Teaching Electricity to Learning Disabled Students in the University.
Central Washington Univ., Ellensburg. Instructional Media Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008006929
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Course Content; *Electricity; Higher Education; *Learning Disabilities; Teaching Methods
IDENTIFIERS- *Higher Education for Learning Disabled Students

Ways in which to accommodate learning disabled students in a college course on electricity are considered by a professor involved with the HELDS project (Higher Education for Learning Disabled Students). He suggests that knowledge of the student's presentation, imagination in devising new methods, and ability to improvise are important assets. Among methods cited are a detailed course outline, highlighting printed materials, use of audiovisual materials, repetition, and unorthodox lecture presentations. Appendices include a course outline and sample lessons. (CL)

ED 234 736 IR 010 801

Report of the Ad Hoc Task Force on Cable Television, Stanford University.
Stanford Univ., Calif.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cable Television; *Community Programs; *Design Requirements; Educational Television; Glossaries; Higher Education; *Information Networks; Planning; Policy Formation; Residential Patterns; *Universities
IDENTIFIERS- Stanford University CA

Three principal conclusions were reached by a study of the potential for cable television at Stanford University in connection with its use in the surrounding community: (1) Stanford residents should have an opportunity to receive cable television services soon; (2) beyond residential cable service, a broadband cable system offers Stanford many opportunities for enhancing campus life, supporting the main educational mission, and more effectively communicating with its neighbors; and (3) a campus-wide broadband cable network would create an enriched communications environment within the university. Background information and explication for these conclusions make up the major part of the report. Specific topics discussed include Stanford's utilization of a campus-wide broadband communication system (entertainment and personal, public service, administrative and utility uses, and instruction and research); technology and design considerations for institutional and residential systems; Stanford system requirements; economics; and operating options. Following a summary, five specific recommendations are offered. Appendices provide a glossary for the layperson, data on Stanford demographics related to residential cable systems, and a preliminary analysis of the City of Palo Alto position. (LMM)

ED 234 798 IR 050 429

Stone, David E.; And Others
Information Engineering: On-Line Analysis of Information Search and Utilization. Technical Report No. 9.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- May 83
CONTRACT- N00014-80-C-0372
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Measurement; Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; Definitions; Guidelines; Illustrations; *Information Needs; Information Processing; *Information Seeking; *Problem Solving
IDENTIFIERS- *Job Aids; Scientific and Technical Information

In order to study the processes people employ in reading technical material and the ways in which information engineering can facilitate those processes, 13 adults, including electrical engineers, stockboys, secretaries, graduate students, and teachers, were asked to perform an assembly task by following concise, step-by-step instructions provided via a computer display screen. Subjects also had instant access to Hypertext, a detailed, hierarchically organized structure providing supplemental graphic and dictionary information at the touch of a light pen to the screen. The types of information seeking responses made by each subject were recorded. It was found that subjects as a group selected graphic information most often, followed by dictionary information; that subjects sometimes made rechecks of text or nontext information; that individuals varied in the directness of their approach, the frequency of their requests for graphics or dictionary information, and their use of long and short rechecks;

and that there were difficulties in certain segments of the text, as indicated by the greater number of information searches around certain frames. Study methodology and results are described in this report, which also presents diagrams of information engineering systems and information search strategies, reproductions of sample computer frames, schematic representations of subject performance, a list of 10 references, and additional supporting materials. (ESR)

ED 234 812 IR 050 444

Shore, Elliott, Ed.; Danky, James, Ed.
Alternative Materials in Libraries: A Handbook.
Temple Univ., Philadelphia, Pa. Univ. Libraries.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Activism; *Cataloging; Developing Nations; Feminism; Homosexuality; *Library Acquisition; Library Collections; Library Role; Library Services; Life Style; Literature; *Publishing Industry; *Reference Materials; Social Action
IDENTIFIERS- Alternative Energy Sources; *Alternative Press; Alternative Publishers; *Small Presses (Publishers)

The papers presented focus on the library acquisition, processing, and use of alternative publications, which include small press and other materials produced by non-standard, non-establishment groups or individuals. In "Libraries and Alternatives: An Essay," Patricia Glass Schuman discusses the importance of alternative publications and the role of libraries in making these publications available. James Danky, in "The Acquisition of Alternative Materials," describes increasing conglomeration in the publishing industry, library acquisition and jobber procedures which inhibit alternative press entry into the library market, and censorship. Lists of alternative review media and selection tools and alternative press distributors are also provided. In "Access to Alternatives: New Approaches in Cataloging," Sanford Berman provides guidelines for cataloging radical materials with comparative examples of alternative and standard treatments (based on Library of Congress and OCLC rules). Elliott Shore and Daniel Tsang, in "Reference Service for Alternative Publications," discuss the placing of alternative publications in special collections, networking among libraries with alternative collections, indexes, bibliographic verification tools, general reference works, and specialized reference works in alternative literature and lifestyles, energy and technology, the women's and gay liberation movements, third world movements, and radical politics. A 135-item bibliography and a brief description of the Alternative Acquisitions Project, based at Temple University (Pennsylvania) are also provided. (ESR)

ED 234 933 RC 014 108

Carrillo, F. M.; Carrillo, Ida S.
Bilingual Teaching in Content Areas: Navajo/English.
PUB DATE- 5 May 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; *Bilingual Education; *Content Area Reading; *Content Area Writing; Elementary Education; *English (Second Language); Guidelines; Language Acquisition; *Navajo; Program Effectiveness; Vocabulary Development
IDENTIFIERS- PF Project

A Navajo/English bilingual program uses the student's knowledge of his first language, offers the opportunity to speak in two languages, and helps the student move from the home experience to the school experience. It gives instruction in content materials to all students either in English or in Navajo and direct language instruction in both languages. The skills of understanding, speaking, reading, and writing are emphasized throughout the program. Students with little communication experience are given an aural-oral language program, and students with some reading and writing skills in their first language are given exercises to enhance second language learning. Vocabulary is presented through the structures of both languages and is taught in other areas of the curriculum. The effective bilingual program involves parents, teachers, and students and uses local bilingual resources. It emphasizes language concept development and assists each student in developing self-esteem. (EM)

ED 234 947 RC 014 334

Sullivan, Karen Collamore; And Others
Journals and Newsletters on Non-Formal Education and Development: A Selected, Annotated Bibliography. Annotated Bibliography #12.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- NFE Information Center, 237 Erickson Hall, Michigan State University, E. Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adult Education; Communications; Developed Nations; Developing Nations; Environmental Education; Family Planning; Females; Foreign Countries; Health Education; Literacy Education; Mass Media; *Newsletters; *Nonformal Education; *Periodicals; *Rural Development; Rural Extension
IDENTIFIERS- Appropriate Technology

An annotated bibliography of journals and newsletters on non-formal education and development, intended for those actively involved in the field, updates an earlier bibliography on the subject. This bibliography contains 609 entries, each annotated and with information on availability. Cross-references are provided for publications which may be available under more than one title. Annotations indicate how often each publication appears and in what language(s) each is published. Countries of origin include nations in Europe; Asia; Africa; the Middle East; the Caribbean; and North, Central and South America; as well as Australia; the Philippines; Fiji; Papua New Guinea; and New Caledonia. Subject areas include education, human service delivery, development projects and concerns, literacy efforts, credit unions, social science issues, rural development, women, media, appropriate technology, social welfare, agriculture, environmental issues, traditional crafts, health education, and family planning. Material is presented without subsection divisions. (MH)

ED 234 962 RC 014 352

Nelson, James; Hamilton, Joel
The Economic Effects of Population Changes in Rural Small Communities: A Short Course for Community Leaders. Bulletin No. 564.
Idaho Univ., Moscow. Agricultural Experiment Station.

SPONS. AGENCY- Federal Extension Service (DOA), Washington, D.C.
PUB DATE- Mar 76
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Attitude Measures; Business; *Community Attitudes; Community Leaders; Community Problems; Community Services; Cost Effectiveness; Economic Change; *Economic Factors; Extension Education; Independent Study; Leadership Training; *Needs Assessment; *Population Trends; Questionnaires; *Rural Areas; Study Guides
IDENTIFIERS- Economies of Scale; Idaho; *Impact; *Small Towns

A 4-lesson course on economic effects of population changes in rural small communities, developed for use by extension personnel in Idaho and throughout sparsely-populated areas of the Great Plains and western states, is designed to help community leaders improve their understanding of special economic problems of small communities. Use of the course can vary from complete self-study to complete classroom presentation. An overview of small-town problems and potentials covers population changes, small-town attitudes (including a 35-item attitude survey), effects of community growth on business and public services, and implications for action. The first lesson discusses economic forces affecting small towns, including cost of travel, economies of size, and a consumer choice example. The second lesson is a guide for determining and evaluating community needs, with instructions on use of the attitude survey. The third lesson provides a guide for evaluating circumstances and opportunities in the community's business sector. The final lesson discusses costs of the community's public services. Appendices include sample letters to accompany the attitude survey and a consumer questionnaire from the Small Towns Assistance Project of the University of Idaho Cooperative Extension Service (including the attitude survey and other questions). (MH)

ED 234 976 RC 014 389

Coleman, Albert B.; Clark, Elmer J.
An Analysis of the Rural-Urban Balance for Education in Developing Countries: A Case Study of Liberia.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Access to Education; Communication Problems; Curriculum Evaluation; Curriculum Problems; Developing Nations; *Disadvantaged Schools; Dropout Rate; Educational Administration; Elementary Secondary Education; Expenditure Per Student; Facility Requirements; Foreign Countries; *Government School Relationship; Relevance (Education); Rural Education; *Rural Schools; *Rural Urban Differences; *Teacher Qualifications
IDENTIFIERS- *Liberia; National Curriculum

A study to determine whether educational discrepancies exist between urban and rural sections of Liberia used descriptive analysis to examine curriculum, instructional personnel and facilities, finances, and administrative organization. Sources of data included official documents from the Liberian Ministry of Education; the education section of the 1980-81 report of the Ministry of Planning and Economic Affairs; United Nations publications on education in developing countries; the senior researcher's experiences as a rural school student in Liberia and later as a youth coordinator and an Assistant Director of Teacher Education in the Ministry of Education; and publications about Liberian social, cultural, economic, political, and educational life. Major findings included that 40% or fewer of rural schools followed the prescribed curricula, relevance of which may be questioned because of a high dropout rate; and the level of teacher qualification was low, a greater problem in rural schools, half of whose teachers had a high school education or less. Other major findings were that all school facilities were below standards required for effective school programs; a general lack of funding for education existed, especially for elementary schools; and ministry reports verified an imbalance in the central educational administration, to the detriment of rural schools, primarily because of problems of transportation and communication. (Author/MH)

ED 234 580 EC 160 453

Borghouts-van Erp, J. W. M.
Illustration of a Learning Procedure.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Generalization; *Learning Disabilities; Learning Processes; *Mathematics; *Number Concepts; Slow Learners; Teaching Methods

The paper describes evolution of an approach to teaching mathematically disabled and slow learning students through a Piagetian framework. It is explained that a step-by-step procedure is used to internalize material actions into mental actions via perception and verbalization. Formulae are introduced early, and emphasis is placed on promoting generalization. The issue of the choice of the material actions most suited for the subject to be taught is discussed, and the balance concept is favored over the traditional part-whole relationship. A final comment on the principle of mathematical variability illustrates the need to help students examine relations from various points of view. (CL)

ED 234 598 FL 013 840

Greenwood, J'Anne
First Language Materials in School Libraries.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; *Foreign Language
Books; Immigrants; *Library Collections; Library Cooperation;
Minority Groups; *School Libraries

The rationale for providing native language materials in school resource libraries is discussed. In 1978, only 0.1 percent of school library collections in Canada were in languages other than French or English. Most English as a Second Language programs are designed to promote students' assimilation into English language society. This orientation impedes the establishment of a foreign language library in the school. In addition, part of the reluctance to use first languages centers around concern over language interference. Recent research has cast doubt upon the validity of this concern. Many authorities are dismissing the interference factor and recommending instruction in the native language as the best route to mastery of a second language. Library acquisition of foreign language material is a slow, expensive process. A shared acquisition program, perhaps on the district level, would partially overcome many of the obstacles to building up a foreign language collection. The educational goal of multiculturalism provides an important rationale for establishing foreign language libraries in the school. (RW)

ED 234 873 JC 830 808

Rubinstein, Shirley B.

Machine Transcription. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Stark Technical Coll., Canton, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Course Objectives; *Dictation; *Office Machines; *Office Occupations Education; Two Year Colleges; Typewriting
IDENTIFIERS- *Machine Transcription; PF Project; Proofreading

An outline for a course in developing speed and accuracy in transcribing dictation from machine to typewriter is presented. The instructional objectives are: (1) to improve language arts skills and proofreading competencies; (2) to acquire occupational abilities; and (3) to develop an awareness of word processing career opportunities and an understanding of the value and importance of machine transcription in business today. The course is organized into two units with student performance objectives listed for each. The first unit covers grammar, punctuation, spelling, and proofreading; the second covers machine transcription. A list of suggested instructor and student materials, an explanation of the student evaluation system, sample test questions, and a short bibliography are included. (JW)

ED 234 616 FL 013 934

Brewer, Elizabeth
Motivation for International Exchange.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; International Educational Exchange; *Student Exchange Programs; *Student Motivation; *Study Abroad

An objective analysis of students' initial motivation for studying overseas was attempted by surveying students before they embarked on their exchange programs. Eighty-eight students who were planning to study in France, Great Britain, Germany, and the People's Republic of China were surveyed. The exchange program was sponsored by the University of Massachusetts, Amherst. Eighty-four percent considered general academic goals to be a primary reason for studying overseas. Travel was also cited as a very popular motivating factor. A combination of objective and subjective reasons for participating was often mentioned--namely the desire to live in another culture coupled with the desire to enhance career opportunities. For half of the students, cost was a major consideration. Students opting for a single semester of study were less committed to academic goals than those opting for a longer stay. Program participants tended to cite reasons for studying abroad that matched the philosophical reasons for maintaining the programs: academic challenge, cultural immersion, gaining a new perspective on the United States, acquisition of new skills, and career enhancement. The implications of the results for study abroad advisors are discussed. (RW)

ED 234 633 FL 013 955

Lopez, David E.
The Maintenance of Spanish over Three Generations in the United States.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-03-82
PUB DATE- Oct 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Hispanic Americans; *Language Maintenance; Language Usage; National Surveys; Questioning Techniques; *Spanish

The national language patterns of Hispanics are assessed across three generations using data from the 1979 Current Population Survey. The apparently high rates of Spanish use and maintenance found in 1979 and 1980 are consistent with earlier sources that report much lower rates because of the rewording of the language use questions in the 1979 survey. The 1979 survey uses questions that yield skewed results by greatly overestimating the proportion of the population for whom the ethnic language is their dominant or most frequently used language. Correcting for this bias requires the development of a three-category scale which corresponds directly to levels of language maintenance. Using this scale, a three-generational analysis was performed. There were distinct shifts from first to second and from second to third generations. One notable result was that Spanish use among third generation Hispanics is markedly higher than what is found for other immigrant groups. The retention of Spanish is particularly strong among Mexican Americans. There was also a clear association between using Spanish and low socioeconomic status. There was a secondary trend, revealed by multiple discriminant function analysis, in which high status and maintaining Spanish while also gaining competence in English is distinguished from either monolingual pattern. (Author/RW)

ED 234 649 HE 016 288

Wallin, Franklin W.
Educating Students from Other Nations - A Handbook for Administrators.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080)
DESCRIPTIONS- Administrator Guides; Admissions Officers; Book Reviews; *Exchange Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Student Exchange Programs; Student Recruitment
IDENTIFIERS- PF Project

A book written for administrators of international student programs in the United States is given a favorable review. The book, "Educating Students from Other Nations: American Colleges and Universities in International Education," by Hugh M. Jenkins and associates, provides state-of-the-art descriptions of what program administrators think is the best practice and how they conduct their operations. The following topics are covered: (1) issues relating to recruitment of "foreign" students; (2) a flow-chart and practical advice for the handling of applications by admissions officers; (3) interpretation of the complex and changing network of immigration rules and regulations; (4) an analysis of the costs and benefits of educational interchange; and (5) a survey showing what good professionals are doing. The book takes a short-term view of the critical questions facing the international education community today, and leaves the distant future to other authors. Familiar solutions are suggested for administering scarce resources so that as many students as possible can participate in the exchange programs. (JW)

ED 234 693 HE 016 618

Jacobson, Carol R.
A Look at Graduate Teaching at UND: Faculty Perspectives.
Instructional Development Report.
North Dakota Univ., Grand Forks. Office of Instructional Development.
PUB DATE- 83
AVAILABLE FROM- Office of Instructional Development, University of North Dakota, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Course Organization; Doctoral Dissertations; *Educational Objectives; *Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Knowledge Level; Masters Theses; Specialization; Student Evaluation; *Student Role; *Student Teacher Relationship; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *University of North Dakota

Characteristics of graduate teaching were identified, based on interviews with 18 graduate faculty members at the University of North Dakota (UND). Respondents identified the following essential characteristics of graduate education: the faculty member's knowledge of the subject, objectives of graduate-level programs, the teacher's role, graduate course design, the relationship between teacher and student, the evaluation of graduate students, and the roles of theses and dissertations. In contrast to undergraduate students, graduate students are already grounded in the basics and are striving for excellence in a focused area. Graduate study becomes a highly specialized education, and the graduate school is a new environment. The graduate professor's goal is to help each student gain a mastery of a field, developing students who are independent researchers and practitioners in the field. In summary, the graduate degree is different, and therefore, the demands, expectations, and approaches are different, changing the teacher's role, objectives, course design, and relationship with students at the graduate level. (SW)

ED 234 708 HE 016 634

Smith, Ester G.; And Others
Study of Functioning and Location of U.S. Citizen Foreign Medical Graduates within the U.S. Medical Care System. Final Report, Volumes I and II.
Policy Analysis, Inc., Brookline, MA.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md.
PUB DATE- May 83

CONTRACT- HRA-232-DM-0011-1
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Decision Making; Educational Background; *Foreign Medical Graduates; *Geographic Location; Higher Education; Individual Characteristics; Institutional Characteristics; *Medical Education; *Specialization; *Study Abroad

A profile of U.S. citizen foreign medical graduates (USFMGs) was developed from the point of entry to foreign medical school, through selection of a specialty, to establishment of a medical practice. Variables that determine USFMGs' choice of specialty and practice location were determined, using decision models and multinomial logit techniques. Questionnaire responses were obtained from 463 USFMGs who had graduated during 1970-1979: 112 residents and 351 practicing physicians. Study areas include the following: socioeconomic background, characteristics of the foreign medical education, entry into the U.S. medical delivery system, licensure, measures of academic ability and educational background, characteristics of medical schools attended, factors involved in specialty choice, specialty board certification, the type and location of the respondent's practice, movement within and across states, and USFMG location in shortage/nonshortage areas. In addition to review of the study findings, literature reviews on specialty choice and practice location and information on the study methodology are provided. Additional contents include: a bibliography, a questionnaire, an executive summary, and a condensed nontechnical version of this study report. (SW)

ED 234 752 IR 010 818

Cornick, Lisa
Microcomputer Software for Teaching German: An Evaluation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Programs; *Evaluation Criteria; *German; Glossaries; *Microcomputers; Programed Instructional Materials; Program Evaluation; *Second Language Instruction
IDENTIFIERS- *Software Evaluation

This report examines the strengths and weaknesses of the following 12 microcomputer programs: (1) Language Teacher Series: TRS-80; (2) Language Teacher Series: Atari; (3) Apfeldeutsch; (4) Author I; (5) Dasher; (6) The Definite Article; (7) Flashcard; (8) German Packages I, II, and III; (9) German Vocabulary Builder; (10) The Linguist; (11) Micro-Deutsch; and (12) Voice Recognition. An introductory discussion describes the development of the software evaluation criteria used, which were subsequently embodied in an evaluation form addressing 46 specific program features. The evaluation results presented, with commentary, for each of the 12 programs focus on program features which involve content, support materials, presentation, stimulation of student interest, and utilization of computer techniques. Overall evaluation in these areas is summarized first, along with a listing of level, system requirements, price and source. Appendices include the identification of technical flaws in specific programs, the evaluation criteria form for review of foreign language microcomputer teaching programs, a glossary, a list of German programs not evaluated and programs for other foreign languages, and a five-page bibliography. (LMM)

ED 234 767 IR 010 838

Crotty, Timothy J.
Evaluation of the E-Z Cassette Player. Report No. 16-RD-83.
VSE Corp., Alexandria, VA.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 31 Aug 83
CONTRACT- LC2631
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitudes; *Audiotape Cassettes; *Audiotape Recorders; *Blindness; *Equipment Evaluation; Library Services; *Physical Disabilities; Questionnaires; Use Studies
IDENTIFIERS- *E Z Cassette Player; National Library Service for the Blind

An evaluation of the E-Z cassette player was conducted for the National Library Service (NLS) for the Blind and Physically Handicapped to determine if the player is suitable for readers who either had no previous experience with cassettes or who cannot operate a standard NLS cassette player. Players were distributed to volunteer library patrons and personalized instruction was provided in operating the machines, which are designed to play the standard four-track monaural cassette used in the Talking Book program and to handle as many functions automatically as possible. Participants discussed their reactions to the equipment and completed a questionnaire to identify what they liked and disliked about the machine. Records were also kept of machine malfunctions and other problems. Findings indicate that the machine was popular with elderly readers because of its automatic side-advance feature and because there are only two controls necessary in normal use. The only major problem found involved the microprocessor, which does not function properly after voltage change in the lines. Appendices include tables displaying data on machine operation and controls, common problems, and general acceptability and machine use, as well as a participant profile and the participant questionnaire. (LMM)

ED 234 890 PS 013 758

Coolson, Peter
Relationship of Child Abuse to the Workplace: Employer-Based Strategies for Prevention. Prevention Focus Working Paper No. 4.
National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- Jul 82
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan, Suite 1250, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Business Responsibility; *Child Abuse; Child Neglect; Employer Supported Day Care; Family Problems; Flexible Working Hours; *Prevention; *Stress Variables; Unemployment; *Work Environment
IDENTIFIERS- Family Violence; *Latchkey Children

This background paper examines the relationship between child abuse and the workplace and discusses employer-based strategies that can reduce the stress levels of working parents and provide a buffer against problems of child abuse and neglect. Part 1, "Child Abuse and the World of Work," discusses the kinds of stress experienced by working parents, work as a deterrent to child abuse, neglect and latchkey children, and job stress and family violence. Also discussed are heavy work demands and absent fathers, and childbirth and the working parent. Part 2, "Preventive Strategies in the Workplace," briefly describes workplace-related interventions such as employer-supported day care, flexible worktime options, and employee assistance programs. Educational programs and support networks for parents are also described. Concluding remarks assert that workplace supports for employed parents are both feasible and necessary. (RH)

ED 234 905 PS 013 844

Parr, Carolyn M.

Family Day Care: Guidelines Designed to Enhance Cognitive Learning within the Home Environment Based on Piagetian Theory.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Community Surveys; *Dramatic Play; Early Childhood Education; *Educational Environment; *Family Day Care; Guidelines; Intervention; *Preschool Children; *Pretend Play; *Program Development

IDENTIFIERS- Piagetian Theory

The purpose of this guidebook is to help persons interested in establishing a family day care program in their homes set up a quality learning environment that enhances children's cognitive development through play. Following a literature review showing the importance of play in Piaget's theory of child development, the author describes a neighborhood play-based program initiated by herself and details eight steps needed to establish such a program, i.e.: registering the program, acquiring children for the program, establishing goals, designing interest areas for playful learning, planning special projects, choosing play materials, designing a program evaluation procedure, and planning parent participation. Results of a survey designed to measure interest in the program in the wider community were inconclusive due to a low level of response. As part of an informal study of sociodramatic play, eight children receiving home care were observed for 3 weeks during free play sessions. Observations focused on play theme, props used, and duration of play. Data were used to identify popular play themes for enhancement through caregiver intervention. Prop boxes were developed for spaceship, grocery store, and beauty/barber shop play activities; the contents of each box, made available for 1 week, were described to the children. Provision of prop boxes was found to extend the duration of sociodramatic play. (RH)

ED 234 581 EC 160 454

Bordier, Nancy, Ed.; Wilson, Bernice, Ed.
Remediating Institutional and Individual Disabilities: The Law, the School and the Child.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
PUB DATE- 83
AVAILABLE FROM- The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTIONS- Case Studies; *Disabilities; *Educational Policy; Elementary Secondary Education; *Parent Teacher Cooperation; Policy Formation; *School Districts
IDENTIFIERS- New York (New York)

The issue highlights two articles on the topic of legal and educational factors in serving handicapped students. The first, "Governance and Management of Special Education: A Exploratory Analysis of New York City" by N. Bordier, reviews the impact of P.L. 94-142 (the Education for All Handicapped Children Act) on policies and practices in New York City and New York State. Two principal causes for shortcomings are cited: the lack of political support inside and outside the system, and an overly complicated policy formation system. In the second article, "Remediating Instructional and Individual Disabilities: The Case of Richard B.," B. Wilson describes a success story in which a 12-year-old dyslexic bilingual boy was helped to progress academically through parent-professional partnership. Implications for advocacy, greater cooperation among specialists and between parents and professionals, and a broader view of diagnosis are considered. (CL)

ED 234 664 HE 016 559

Staff Report and Fiscal Year 1984 Budget Analysis of Programs under the Jurisdiction of the Subcommittee on Postsecondary Education. Committee on Education and Labor, House of Representatives. Subcommittee on Postsecondary Education, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Budgets; *College Libraries; Educational Finance; *Federal Programs; *Financial Policy; *Postsecondary Education; *Public Policy; Resource Allocation; *Student Financial Aid

Programs within the jurisdiction of the Subcommittee on Postsecondary Education are reviewed, and the impact of the fiscal year 1984 budget recommendations is analyzed. Conclusions include the following: the Administration's student aid recommendations represent major policy recommendations rather than budgetary changes; the proposed elimination of funding for most of the discretionary programs, including a major reduction in funding for the TRIO programs, are unwise and ill-timed; the proposed elimination of funding for college and public libraries would substantially erode the country's effort to encourage academic pursuit and expand the availability of knowledge; and the funding recommendations for the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute for Museum Services, are unacceptable. Specific topics include: accreditation of postsecondary institutions, College Assistance Migrant Program and Higher Education Equivalency Program, cooperative education, the Fund for the Improvement of Postsecondary Education, graduate education, international education and foreign language, the Fulbright-Hays Act, institutional aid, and various student aid programs. (SW)

ED 234 679 HE 016 589

Corporate Support of Higher Education, 1981.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Dec 82
AVAILABLE FROM- Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Business Cycles; *Donors; Economic Factors; Higher Education; *Income; *Industry; National Surveys; *Philanthropic Foundations; *Private Financial Support; *School Business Relationship
IDENTIFIERS- *Corporate Support

Results of the Council for Financial Aid to Education's 1981 survey of 789 companies providing financial support to higher education are summarized. Attention is directed to: national trends in corporate pretax net income and contributions; inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; comparative ranking of educational support by industry; and total support of education in relation to worldwide pretax net income, assets, and sales. Findings include the following: respondents reported large increases in their gifts to education despite a decline in pretax net income for the manufacturing companies and only a small rise in profits for the nonmanufacturers; in most industries experiencing profit declines, corporate-sponsored foundations were able to maintain giving levels--some by using earnings on invested assets and some by drawing on assets built up in high-profit years; and foundations served as a buffer against cyclical changes in corporate profits. Problems of measuring total corporate contributions nationally are also discussed. (SW)

ED 234 723 HE 016 680

Mason, Ward S.
Two Decades of Experience with Educational R&D Centers.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; Agency Role; Bids; Competitive Selection; Educational History; Educational Research; Federal Aid; *Government Role; Higher Education; *Leadership Responsibility; *Organizational Objectives; *Program Administration; *Research and Development Centers
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs; Office of Education

Background information is presented on the history and operation of educational research and development (R&D) centers supported by the National Institute of Education (NIE). The objective is to provide information for the four study groups that are assisting NIE in identifying missions for center competition. In addition, some lessons that can be applied to the 1985 competition and to monitoring R&D centers in the future are suggested. Information was obtained from a literature review, interviews with center institutional monitors, and the experiences of a former R&D center program director who became a NIE staff member. Attention is directed to R&D center program management by the U.S. Office of Education during 1963-1972, the implementation and reversal of a program purchase policy under the management of NIE during 1972-1978; and an institutional support policy enacted by NIE during 1979-1983. The following issues are examined: whether the centers have been programmatic, whether the primary responsibility for identifying needed research projects and designing projects should be with the federal government or with investigators in the field, the sponsorship of centers by universities, and the relationship between research and practice. Four NIE program management issues are also covered. (SW)

ED 234 783 IR 050 409

Lawrence, Gary S.; And Others
On-Line Catalog Evaluation Project. Data Analysis Plan. Version 2.2.
California Univ., Berkeley. Systemwide Administration. Library

Studies and Research Div.

PUB DATE- 5 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; *Data Analysis; Evaluation Methods; Higher Education; *Library Catalogs; *Library Research; Library Surveys; *Online Systems; Records (Forms); Research Methodology; Research Reports; Statistical Data; Statistical Surveys
IDENTIFIERS- Library Users; *Online Catalogs; *University of California

This document outlines the methodology to be used for analyzing and reporting data collected through questionnaires at the various libraries of the University of California in April and May of 1982, as the second phase of an online public access catalog (OPAC) evaluation project. It is noted that the project was designed to enable systems designers and librarians to: (1) improve OPAC system interface features; (2) improve OPAC implementation and support services; and (3) extend OPAC services to potential users. Sections describe project objectives and scope, the data sources used in the study, the standard statistical reports to be produced, the processing and application of organization-supplied data, analysis of user and non-user questionnaires, and comparison of user and non-user data. Appendices present a sample computer catalog profile; examples of the report formats for multiple response variables, Likert-scale variables, demographic analyses, and site/group comparisons; a list of variables derived from computer system profiles; and extensive listings of variables and codes for the user questionnaire, the non-user questionnaire, and the user/non-user comparison file. (ESR)

ED 234 828 JC 830 424

PROE: Program Review in Occupational Education. Handbook and Instrumentation. Michigan Community Colleges.
Michigan State Board of Education, Lansing.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; Data Analysis; Data Collection; *Evaluation Methods; *Program Evaluation; Questionnaires; *Self Evaluation (Groups); State Programs; *Vocational Education
IDENTIFIERS- *Michigan; *Program Review in Occupational Education

Designed for use by Michigan community colleges wishing to conduct a self-study of their occupational programs, this manual provides step-by-step instructions and instrumentation for implementing the Program Review in Occupational Education (PROE) model. PROE is a component of the Michigan Community College Occupational Education Evaluation System (MCCOEES). An initial overview describes PROE, explains how it works, and discusses the additional option of an outside validation team's visit. The next section details the steps involved in a PROE self-study: (1) advance planning, which includes steps such as identifying programs and participants to be involved and events to be scheduled; (2) orientation for self-study participants; (3) completion of PROE questionnaires by faculty, students, and advisory committee members; (4) tabulation and analysis of data to create a program profile; (5) preparation of a written report; and (6) development of a college action plan. The validation visit is described in the next section, which focuses on the selection of the site visit validation team, preparation for the team visit, the validation visit, and the team's written report. The bulk of the manual consists of appendices, which include a suggested schedule and sample procedures for PROE self-studies; an agenda for the orientation meeting; a press release; PROE questionnaires; a suggested report format; and other relevant forms and guidelines. (LL)

ED 234 842 JC 830 440

Stewart, Betsy; And Others
Procedural Guide: Seven Steps to Implementing a Personnel Training Workshop, Computer Assisted Drafting (CAD).
Bechtel Power Corp., Norwalk, CA.; Cerritos Coll., Norwalk, Calif.; Rockwell International, Downey, CA.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- VEA-CC-3-2-556
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Computer Oriented Programs; *Cooperative Programs; Drafting; *Inservice Teacher Education; Professional Development; Program Development; *School Business Relationship; Two Year Colleges; Vocational Education Teachers; Workshops
IDENTIFIERS- *Computer Assisted Drafting

Based upon the experiences of Cerritos College, this guide for educational agencies at all levels, presents a step-by-step explanation of the development, planning, implementation, and evaluation of an education/guidance/industry exchange program. Step 1 (Identify Subject Area) involved the selection of computer-assisted drafting (CAD) for Cerritos College's inservice education program because of existing cooperation and articulation agreements and high demand. Step 2 (Identify Businesses/Industries) consisted of targeting Bechtel Power Corporation and Rockwell International and conducting planning meetings with firm representatives. Step 3 (Identify Key Participants) involved sending letters to district superintendents to ask them to identify key personnel and to request release time for participants. As step 4 (Invite Workshop Participants), letters of invitation were sent to 40 drafting instructors, vocational counselors, key administrators from the unified school districts and the college, and representatives from special needs areas (e.g., women, handicapped, and disadvantaged). Step 5 (Conduct Workshop) consisted of presentations on the use of CAD at Bechtel and Rockwell and demonstrations of the firms' and college's equipment. Step 6 (Send Acknowledgements) and step 7 (Conduct Evaluation) involved sending certificates of completion and evaluation forms to participants and letters of appreciation to speakers and hosts. Appendices provide sample memos, letters, certificates, and other related materials. (LL)

ED 234 857 JC 830 457

Impact of 1982-83 Budget Constraints on the California Community Colleges: Results of a Commission Survey. Commission Report 83-28.
California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Budgeting; *Community Colleges; *Educational Administration; Educational Finance; Financial Needs; Financial Policy; *Financial Problems; *Financial Support; Questionnaires; *Reduction in Force; *Retrenchment; *State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *California

A survey of California's community colleges was conducted in spring 1983 to inventory actions taken in response to 1982-83 budget limitations. Findings, based on an 81% response rate from community college presidents (N=86) and an 80% response rate from chancellors of multi-college districts (N=16), included the following: (1) overall, fall 1982 enrollment declined by 5.3%; (2) 95% of the colleges reduced course offerings; (3) 41% reduced student outreach, recruitment, and public information efforts; (4) 52% reduced the number of off-campus locations; (5) 87% reduced the number of part-time faculty; (6) reductions in full-time faculty were linked to the level of district budget reductions; (7) 57% of the colleges reduced their administrative staffs; (8) nearly 50% reduced counseling, learning resource, student services, and other support staff; (9) most deferred scheduled expenditures; (10) 85% were using reserve funds for current operations; (11) 72% increased the amount of fees charged; (12) 70% increased permissive fees charged; and (13) contract provisions for classified staff were renegotiated by 42% of the colleges, for full-time faculty by 40%, for certificated non-faculty by 33%, and for part-time faculty by 30%. The study findings led to the conclusion that budget constraints have threatened the scope and quality of California's community colleges. (LL)

ED 234 874 JC 830 819

Treisman, Philip Uri

Improving the Performance of Minority Students in College-Level Mathematics.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 3 Jun 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Academic Achievement; College Freshmen; *College Mathematics; Counseling Services; Higher Education; *Mathematics Skills; *Minority Groups; Program Descriptions; *Remedial Programs; *Student Improvement; Study Skills; Workshops

IDENTIFIERS- PF Project; University of California Berkeley

The University of California at Berkeley has developed a Mathematics Workshop the purpose of which is to improve serious deficiencies in minority students' mathematics and study skills. Now in its second year, the workshop has five functions: (1) building a community of minority freshmen that is academically-oriented and a source of peer support; (2) providing minority students with an extensive orientation to the university and with ongoing academic advising; (3) advocating the interests of minority students and monitoring their academic progress and adjustment to the environment; (4) providing minority freshmen with ongoing supplementary instruction in order to develop independent learners; and (5) linking high school-level and undergraduate-level affirmative action efforts. The Mathematics Workshop has improved the math grades of minority students and their persistence in both math classes and the general university program. (DC)

ED 234 920 PS 013 867

Denno, Deborah J.

Neuropsychological and Early Maturational Correlates of Intelligence.

SPONS. AGENCY- Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Aug 83
GRANT- 78-NI-AX-0125
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Biological Influences; *Black Youth; *Child Development; Individual Development; *Intelligence Differences; Lateral Dominance; Longitudinal Studies; *Neurological Organization; Path Analysis; Sex Differences; *Social Influences; Spatial Ability; Verbal Ability

A study designed to examine biological, sociological, and early maturational correlates of intelligence collected data prospectively, from birth to 15 years of age, on a sample of 987 black children. Multiple indicators of eight independent and three dependent variables were tested in a structural equation model. Altogether, clear sex differences appeared in the relationship between verbal/spatial IQ at 7 years of age and achievement at age 15. For males, only verbal IQ was positively linked with achievement; for females, both verbal and spatial IQ were positively linked, with spatial IQ showing the stronger effect. With regard to early influences on verbal IQ, both biological and environmental factors were significant for females; only environmental factors were significant for males. However, biological factors were more significant for males in relationship to spatial IQ. Concerning total effects on achievement, socioeconomic factors were stronger than other variables for both sexes, although biological influences were more significant for females. These findings supported literature indicating the relatively more symmetrical development of the left and right cerebral hemispheres among females. Data also supported evidence of earlier development of right hemispheric capacities among black females, although the reverse relationship has previously been found with white samples. (Directions for future research are suggested.) (Author/RH)

ED 234 948 RC 014 335

Vergeldt, Vicki; And Others
Non-Formal Education and Radio: A Selected, Annotated Bibliography. Annotated Bibliography #14.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- NFE Information Center, 237 Erickson Hall, Michigan State University, E. Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Education; Community Development; Developing Nations; Educational Radio; *Educational Strategies; Females; Foreign Countries; Health Education; Literacy Education; Mass Media; *Nonformal Education; Nutrition Instruction; *Programing (Broadcast); *Radio; *Rural Development; Rural Education; Rural Extension; Teacher Education
IDENTIFIERS- Radiophonic Teaching

Materials concerning the use of radio and mass communications for non-formal education and development are listed in a selected annotated bibliography, intended for those actively involved in non-formal education and development. Three sections contain annotated entries (which range from 1972-1983), each of which includes source information and notes languages in which publications are available. Section 1, on radio in non-formal education, lists 118 documents from 25 nations, including case studies; samples of scripts; pretest and survey instruments; and information on planning, organizing, financing, broadcast techniques, theoretical considerations, historical background, and evaluation. The programs listed range from local or regional campaigns to national mass campaigns, and from special non-formal education programs to highly structured radiophonic schools which supplement or even take the place of formal education. The second section describes 10 newsletters, from England, the United States, Australia, Spain, and Singapore, which focus exclusively on radio education or which regularly contain articles of interest on the use of radio and other communications media for formal and non-formal education. Section 3 lists 11 organizations, in Colombia, the Philippines, Gambia, England, Spain, the Netherlands, Nepal, Chile, and the United States, which can provide additional information for those working in educational radio broadcasting and development communication. (MH)

ED 234 977 RC 014 390

Worthington, Robert M.
A Rural Education Policy for the 80's.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 17 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Committees; Coordination; Databases; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Equal Education; *Federal Government; Futures (of Society); *Government Role; National Programs; Organizational Objectives; Rural Areas; *Rural Education; Rural Family; Vocational Education
IDENTIFIERS- *Department of Education

The address of the Assistant Secretary for Vocational and Adult Education before the 1983 Rural Education Association Conference reviews recent Department of Education activities in support of rural education and details the Department's rural education policy for the 80's. Characteristics of rural America and rural education are briefly discussed. The Department's 1982-83 rural education activities are summarized. Five major objectives of the Department's Rural Education Committee 1984 management plan are listed. Six rural education goals of the Office of Vocational and Adult education are given: support/implement the Department's rural education policy; identify an appropriate research and demonstration agenda for rural vocational and adult education; upgrade the quality and quantity of information generated on issues in rural vocational and adult education; foster a unified Department approach on issues relating to rural vocational and adult education; create an effective voice for rural education in policy development and other deliberations; improve interagency communication/coordination in operation of adult, vocational, and other employment training programs in rural communities with efforts to promote the economic well-being of these communities. Five activities to achieve these goals are summarized. The full text of the Department's 10-point policy statement on rural education and rural family education is included. (MH)

ED 234 564 EC 160 431

Howells, Ronald F.
Pilot Project for Potentially Gifted Minority Students - Grade 3-4 (Alternative Education). Project Evaluation (3rd Year).
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cultural Differences; *Curriculum; *Gifted; Intermediate Grades; Program Evaluation; *Talent Identification
IDENTIFIERS- Structure of Intellect

The report describes accomplishments of a program designed to promote abilities of 75 potentially gifted culturally different students in grades 3-4. Student selection procedures included the Basic Structure of Intellect (SOI) Learning Abilities Test and teacher interviews. The curriculum emphasized SOI materials and cultural arts. Detailed data of student performance on the Cognitive Abilities Test, the Otis-Lennon, and the Wechsler Intelligence Scale for Children-Revised are presented. Additional evaluative material includes results from surveys of teachers of the gifted. Among findings cited are that 30% of the 67 children enrolled in the project were being considered for placement in the regular gifted program; that 39 Ss made 10% or higher gains over previous scores on standardized tests; and that teachers felt the students who moved on to the regular gifted program made satisfactory adjustments. (CL)

ED 234 737 IR 010 802

McCune, Shirley
State Strategic Planning for Technology. Issuegram 38.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; *Costs; Input Output Devices; *Microcomputers; *Program Implementation; *Purchasing; School Districts; *State Action; Statewide Planning; Teacher Education; Technology Transfer

This brief publication provides general background on issues related to using microcomputers for instruction and suggests ways in which computer technologies can be included in state education improvement plans. Specific computer assisted instruction (CAI) uses mentioned are individual drill and practice and developing higher order skills. Three primary problems which emerge when school districts acquire new technology are identified and discussed: (1) postponing any action with the rationale that hardware can be purchased at lower cost in the future; (2) purchasing hardware without goals or plans for expansion; and (3) lack of knowledge about the full range of costs. In addition, the following five state concerns are outlined: integrating computer technology into state plans for improving and restructuring education; acquiring enough hardware to do the job; buying or developing quality computer software; training education personnel in computer instruction; and making computer technology accessible to all. Specific suggestions are made for action by state leaders in each of these five areas. A four-item reading list and contact information for two software evaluation centers are provided. (LMM)

ED 234 813 IR 050 446

Watt, Richard S.
The Classification of Art Slides: A Survey and Recommendations.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Libraries; Architecture; *Art; Case Studies; *Cataloging; *Classification; Foreign Countries; Higher Education; Literature Reviews; Museums; *Slides; Subject Index Terms; Universities
IDENTIFIERS- Australia; Great Britain; North Carolina; *Slide Collections; United States

The nature and variety of classification systems for museum and university art department slide collections are surveyed through a review of the literature on slide classification in the United States, Great Britain, and Australia, and through case studies of major slide collections at Duke University, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, and Wake Forest University. Specific classification systems in use at 14 museums and universities are also reviewed, as well as the literature on architecture and design collections, subject access, classification by title, and slide shelflists. A description of slide classification and cataloging at the four North Carolina universities is based on information collected in personal interviews with the slide curators. A great diversity among art slide classification systems is reported, and the nature of and reasons for this diversity and the prospects for standardization are discussed. Also outlined are conclusions as to the effectiveness of various approaches to slide classification, desiderata for a slide classification system, subject access considerations, and recommendations for further research. A list of case study sites and persons interviewed and a 55-item bibliography conclude the publication. (ESR)

ED 234 934 RC 014 115

Albracht, James
Community Development in Small Schools.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Development; Opinion Papers; *Participative Decision Making; *School Community Programs; Secondary Education; Small Schools; *Student Participation
IDENTIFIERS- Building Our American Community Program; PF Project; Quality Circles

People working together on community projects benefit both themselves and the community. Quality Circles (Theory Z) is an example of this principle at work in industry. Employees who are involved in the decision-making process turn out a lower-cost, higher-quality product. This concept could prove valuable in small schools if students were permitted to participate in community development activities. There are many community development programs which are effective. One example is the Building Our American Communities (BOAC) program of the Future Farmers of America. In this program, students nominate projects from which to choose, appoint committees to study their possible success, and through consensus select one to work on. If these steps are followed, a successful outcome is assured which will benefit the students, the school, and the community. (DC)

ED 234 599 FL 013 852

Maley, Alan

New Lamps for Old: Realism & Surrealism in Foreign Language Teaching.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Strategies; *Linguistic Theory; Program Design; *Second Language Instruction; Second Language Learning; *Teaching Methods

Theories of learning, views of language, program design, methodology, and psychosocial factors related to foreign language teaching are discussed. Learning theories are examined with reference to acquisition and learning, errors and mistakes, and input and intake. Regarding views of language, in general there has been a shift from concern over the formal properties of language to a view of language as primarily a vehicle of communication. These views are considered with reference to structures and functions, sentence and discourse, and the negotiation of meaning. The roles of needs analysis, simplification and authenticity, the textbook and the syllabus in program design are described. Teaching methodology is examined with reference to accuracy and fluency and language centered and task centered philosophies. Psychological factors such as learning styles are considered. It is concluded that there is an amazing variety of foreign language methods, materials, and techniques and an absence of a dominant teaching paradigm. (RW)

ED 234 617 FL 013 935

Brown, Kim
Development Education, Language Planning, and Language Policy: An Overview of the Fields with Respect to the Teaching of English.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Developing Nations; Educational Policy; *English (Second Language); Language Attitudes; *Language Planning; Second Language Instruction

Theoretical constructs related to the spread of English, language policy and planning, and development education are examined. Development education is a special field that considers the relationship between education and development worldwide. Perspectives on the relationship of education to national development have greatly changed over the past 30 years. These varying perspectives are reviewed and future research in the field is considered. Language planning and language policy both influence language development. Language planning consists of coordinated measures to select, codify, and elaborate orthographic, grammatical, lexical, or semantic features of a language and to disseminate the results. Developing nations often cannot afford to spend scarce resources on language planning. Such political considerations influence language planning. Another major influence is related to the nature of language teaching itself. There is a close link between the ethical commitment of educators and their perceptions of their roles in the education process of developing nations. From the perspectives of native English speaking educators as well as nonnative speaker language educators, English language policy is a political and emotional issue. (RW)

ED 234 799 IR 050 431

Roderer, Nancy K.; And Others
Library Human Resources: A Study of Supply and Demand.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-207
PUB DATE- May 83
CONTRACT- 300-80-0704
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Employment Projections; Higher Education; Information Scientists; *Labor Needs; *Labor Supply; *Librarians; Library Education; *Occupational Surveys; Questionnaires; Regression (Statistics); Tables (Data)
IDENTIFIERS- *Supply and Demand

An extensive literature review, a survey of approximately 275 library schools, an employer survey of 2,335 of the estimated 43,600 libraries in the United States, and the development of regression models for forecasting purposes were used to identify the current and future supply of and demand for professional librarians through 1990. The study showed that in 1982 there were approximately 136,000 full time equivalent (FTE) librarians employed in libraries, with the majority having an MLS degree, and that about 80% of the approximately 7,000 graduates of library programs in 1980/81 went on to library employment, and 10% to student or unemployed status. Study projections showed that the number of library positions is expected to increase modestly in the early 1980's and then level off through 1990, while the number of individuals seeking professional library employment is expected to remain fairly constant. This document presents information on the current library labor market, projections of supply and demand, and the implications of study findings. Also provided are an executive summary, extensive tables, descriptions of survey methodology and the development of supply and demand projections, sample questionnaires, and a 330-item bibliography. (ESR)

ED 234 891 PS 013 762

Meier, John H.; Sloan, Michael P.
Acts of God and/or Rites of Families: Accidental Versus Inflicted Child Disabilities.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Animal Behavior; *Biological Influences; Case Studies; *Child Abuse; *Child Neglect; *Disabilities; Etiology; Models; Nature Nurture Controversy; *Parent Responsibility; Social Attitudes; *Therapy

A multifactorial model is presented that depicts a representative set of dimensions involved in child abuse and neglect. The model includes parental, ecological, and child factors linked to precipitating situations and/or events that result in child abuse or neglect. An excerpt from the records of an abused child illustrates the model. Also discussed are relationships among various handicapping conditions and whether child abuse and neglect contribute to or result from such conditions. Based in part on a review of the relevant literature and data from over 100 severely abused and neglected children and their dysfunctional families, subsequent discussion focuses on historical changes in attitudes toward handicapped children and their families; particular attention is given to the distinction generally made in society between conditions within and those outside parental control and, therefore, parental responsibility. Child abuse and neglect are also discussed with respect to the biological concepts of individual fitness, inclusive fitness, and parental investment. Differences between natural parents' and stepparents' investment in children and the withholding of parental investment in response to handicapping conditions are explored. Concluding material offers suggestions for treatment interventions, discussing the need to treat parents in addition to children, pathological qualities of parents, goals for treating reunified families, and requirements for treating abusive families. (RH)

ED 234 963 RC 014 353

Partnership for Rural Improvement: Publications, 1976-1983.
Partnership for Rural Improvement, Pullman, Wash.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indians; Annotated Bibliographies; Audiotape Recordings; Change Agents; Change Strategies; *Community Coordination; Community Development; Community Planning; Crime; Females; Higher Education; *Institutional Cooperation; Institutional Role; Instructional Films; Internship Programs; *Linking Agents; Professional Training; Program Evaluation; *Rural Development; Rural Schools; *School Community Relationship; Videotape Recordings
IDENTIFIERS- Kalispel (Tribe); *Partnership for Rural Improvement; *Washington

An annotated bibliography lists publications, films, slides, and tapes issued by Washington State University's Partnership for Rural Improvement (PRI) between 1976 and 1983. A section covering educational materials lists 10 guides, reports and case studies; 1 film; 1 slide presentation; 3 video cassettes/tapes; and 7 audio tapes. Subjects dealt with include social impact of loss of rail service, growth impact assessment, community skills, priorities for rural improvement, PRI student interns, rural crime, rural women, the Kalispel Tribe, rural schools, task forces, and better planning in Washington State. The second section lists 14 theory papers on community development skills training, interorganizational relationships, rural development models, rural futures, the history and future of PRI, rural planning education, task forces, and PRI community consultants. A third section, on documentation and evaluation, describes 10 publications covering evaluation of various aspects of PRI's program, including linkage with colleges. A final page lists six reports and two grant applications to the Kellogg Foundation, and one quarterly newsletter produced by PRI. Some materials are noted as being available on a limited basis. (MH)

ED 234 634 FL 013 956

Kim, Kenneth Kong-On; Hong, Nam Sook
Baseline Report for the Korean-English Longitudinal Study.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-05-82
PUB DATE- Oct 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingualism; Child Language; *English (Second Language); *Korean; Korean Americans; *Language Acquisition; Longitudinal Studies; Second Language Learning; Speech Communication; Young Children

The goals and methods of a longitudinal study of language development of eight Korean-English bilingual children are reported. The children were ages 4-8 at the beginning of the study. The goals of the study were (1) to document and analyze the development of English in natural communicative contexts, (2) to study the pattern of language shift from Korean to English, (3) to examine the effects of age and sibling order on English development, (4) to study the relation between the subjects' interpersonal oral language ability in natural settings and their comprehension of school tasks, and (5) to provide information for improving language instruction. The study calls for monthly observations of the children for three years at school and at home. The methodological features of the study and the structural characteristics of some selected linguistic features of Korean and English are described. General language characteristics across subjects are detailed, including the amount of speech and the frequency of speech turns in each language and the length of utterance. The language samples of each subject are analyzed in terms of the various levels of linguistic structures. (RW)

ED 234 650 HE 016 290

Bottum, Cherie Toll
Booked for Teaching.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080)
DESCRIPTIONS- Beginning Teachers; Book Reviews; *College Faculty; *College Instruction; Faculty Development; Guides; Higher Education; *Teaching Methods; *Teaching Skills
IDENTIFIERS- PF Project

Three recently published books intended to help both new and experienced college teachers with their teaching methods and skills are given brief but favorable reviews. "The Art and Craft of Teaching" (edited by Margaret Morganroth Gullette) includes chapters and essays on teaching methods, the first day of class, lecturing, questioning in discussion classes, being a section leader, teaching throughout a semester, and grading. "A Practical Handbook for College Teachers" (by Barbara Schneider Fuhrmann and Anthony F. Grasha) is a well-organized, thorough book which explores college teaching from every aspect. It includes tests for self-analysis and discusses a variety of nontraditional subjects such as behavioral, humanistic, and cognitive perspectives on teaching; the role of personal values in influencing teaching; and the matching of learning and teaching styles. "On Teaching and Learning in College" (by Paul L. Dressel and Dora Marcus) examines the overemphasis in undergraduate school on having students master a discipline rather than having them learn how to learn. The authors discuss ways of helping students develop a learning framework which allows them to become lifelong learners without being dependent on formal education for that learning. (DC)

ED 234 665 HE 016 560

Belsches-Simmons, Grace
Regulation of Postsecondary Institutions: Model Legislation.
Issuegram 22.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Freedom; *Accreditation (Institutions); Certification; *Court Litigation; Due Process; *Government School Relationship; Institutional Autonomy; Institutional Evaluation; Models; *Postsecondary Education; Private Colleges; *State Legislation; State Licensing Boards; State Standards
IDENTIFIERS- Out of State Institutions; *Supreme Court

The Education Commission for the States' model state legislation for approval of postsecondary institutions and authorization to grant degrees is discussed with regard to three Supreme Court cases on academic freedom, as well as several recent state court cases on the regulation of teaching in private postsecondary institutions. Constitutional issues raised by the decision to regulate postsecondary institutions include the free speech protections of the first amendment, which includes teaching, and the freedom of religion at church related colleges. In addition, the due process requirements of the fourteenth amendment raise additional issues, including certain liberty interests from state regulatory infringement. It is suggested that states adopting a licensing requirement that focuses on teaching in postsecondary institutions should reexamine their laws in the light of general Supreme Court cases on academic freedom and the recent lower court decision in New Jersey and North Carolina. The ECS model legislation contemplates regulation of programs where the teaching is in-state, and conferral of the degree is out-of-state, along with academic standards, ethical and business practices, health and safety, and fiscal responsibility of postsecondary institutions. (SW)

ED 234 694 HE 016 619

Helly, Dorothy O.
Program Expansion and Collaboration with Other Programs and Departments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Freedom; Cooperative Planning; *Curriculum Development; Educational Cooperation; *Feminism; Higher Education; *Intellectual Disciplines; Interdisciplinary Approach; Power Structure; *Program Development; Reputation; *Scholarship; *Womens Studies
IDENTIFIERS- *City University of New York Hunter College

Reasons that Hunter College of the City University of New York developed a Women's Studies Program, rather than a department, in 1975-1976 are discussed. Attention is directed to the question of what courses should become part of the program, along with efforts to expand course offerings and to foster collaboration with other programs and departments. Issues of academic freedom and program independence are also addressed. The ways that the Women's Studies Program increased academic outreach are considered, including the writing of an introductory textbook and workshops to help integrate the new scholarship on women into courses. Specific attention is focused on the need for a women's studies program, the academic reputation of women's studies as a discipline, whether the program can be a power base or ghetto in the academic community, and whether the issues of feminist scholarship are vital to the academic pursuits of a university. It is concluded that the roles that women studies programs play in reshaping fundamental scholarship are critical to their existence, as are their efforts to lead concern about issues involving classroom pedagogy. (Author/SW)

ED 234 709   HE 016 635

Bonaparte, H. Aileen
Reward Systems: The Academic Environment and Scientific Productivity.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Environment; Faculty College Relationship; Grants; Higher Education; Interprofessional Relationship; *Physical Sciences; *Productivity; Professional Recognition; Publications; *Research; Rewards; *Scientists; Teacher Attitudes; Work Attitudes;

*Work Environment

The influence of immediate working environment upon research productivity of 1,009 academic, physical scientists was examined. Working environment was classified as being either professionally oriented and supportive of scientific productivity, or organizationally oriented and supportive of bureaucratic advancement. Liberal arts, parochial, and service orientations were classified as organizational, while research context was classified as professional. These environments were examined in relationship to personal teaching philosophy, parameters of an ideal position, mean annual publication rate, and grant-getting. Individuals in the research environment sought new positions for organizational reasons, while individuals in nonresearch environments sought new positions for professional reasons. Professionally-oriented parameters were the primary determinants of productivity. It was found that while scientists might overtly subscribe to the goals of an institution, they were aware that they need to be in an environment that is supportive of research in order to be productive. It would appear that for the physical scientist, the liberal arts and parochial environments are particularly inhibiting of productivity. (Author/SW)

ED 234 724 HE 016 681

Mason, Ward S.
Purposes and Functions of NIE-Sponsored Regional R&D Services.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Role; Coordination; Educational Development; Educational Research; Federal Aid; Government Role; Higher Education; *Information Dissemination; Leadership Responsibility; *Linking Agents; *Needs Assessment; Organizational Objectives; Public Policy; *Regional Laboratories; Research and Development; *Research and Development Centers; *Research Utilization
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Purposes and functions of regional research and development (R&D) services sponsored by the National Institute of Education (NIE) are described, based on a task force's assessment of R&D services provided by regional laboratories. The historical context of the following questions are addressed: whether the conduct of R&D constitutes a service, or whether regional R&D services focuses on other functions (e.g., needs assessment, dissemination) related to R&D. Attention is also directed to the changing organizational context in which R&D is performed, the policy context, the establishment of the new Department of Education, progress in the field of dissemination and utilization, and leadership activities sponsored by the Program on Dissemination and Improvement of Practice. The essential features of regional laboratories as a special kind of institution and the special R&D services that such institutions provide are considered. It is suggested that these laboratories are in a special position to undertake the regional needs assessment function and to broker the mobilization of resources within a region to meet those needs. They also provide leadership for a coordinated dissemination and utilization system and they work for consensus among the components of the educational community in their region. (SW)

ED 234 753 IR 010 819

PLATO Education Group. Summary of Activities, 1982-83.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-E-24
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Cognitive Processes; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; *Correctional Education; Elementary Secondary Education; Instructional Design; *Mathematics Instruction; Microcomputers; Physical Disabilities; Postsecondary Education; Special Education

This report describes activities of the PLATO Education Group (PEG), the educational research and development arm of the Computer-based Education Research Laboratory (CERL) at the University of Illinois at Urbana-Champaign. Staff, funding sources, and an overview are presented for the four projects summarized, along with additional, project-specific information. A description of the PLATO Corrections Project (PCP)--which provides inmates of Illinois adult correctional facilities with access to basic skills instruction and to instruction in several vocational and a few advanced academic areas--discusses outreach, noteworthy features and problems, curriculum development (reading, language, and mathematics), the SYS IV instructional management system, PCP instructional design research, and future plans. Qualitative interpretation of graphs for students of basic sciences and prototype microcomputer courseware for teaching high school algebra are subtopics in a description of the PLATO Mathematics Project, which is involved in courseware research, development, implementation, and evaluation in basic mathematics. Additional projects summarized are the Continuing Study of the Use of Computers in Mathematics Instruction, and the Handicap Technology Program. References are listed for each project summary. (LMM)

ED 234 768 IR 010 840

Frontiers in Educational Computing. Association for Educational Data Systems Annual Convention Proceedings (21st, Portland, Oregon, May 9-13, 1983).

Association for Educational Data Systems, Washington, D.C.

PUB DATE- May 83

AVAILABLE FROM- Association for Educational Data Systems, 1201 16th Street, NW, Washington, DC 20036 ($20.00, per copy).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)

DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; Computer Programs; Computers; *Computer Science Education; Elementary Secondary Education; Higher Education; Microcomputers; Programed Instructional Materials; Programing; Programing Languages; Teacher Education; *Technological Advancement

IDENTIFIERS- *Computer Uses in Education; Interactive Systems; LOGO Programing Language

The 98 papers in this collection examine a wide variety of topics related to the latest technological developments as they apply to the educational process. Papers are grouped to reflect common, broad areas of interest, representing the instructional, administrative, and computer science divisions of the Association for Educational Data Systems (AEDS), a private, non-profit, international educational organization, which has the aim of providing a forum for the exchange of ideas and information about the relationship of modern technology to education. Included are lists of the 1983 Convention team, AEDS Board of Directors, Affiliate Group Presidents, Institutional Members of AEDS, Sustaining Members of AEDS, and an index of papers by author. Individual papers address such varied topics as the use of microcomputers for drills, tutorials, tests and word processing; developing instructional materials for the computer; modern approaches to learning to program; planning for computer acquisition; computer literacy in a multicultural environment; an attendance system for secondary schools; LOGO in the elementary classroom; programming plans and advance organizers and their uses in improving program debugging performance; setting up a computer program; and micro-assisted school management. (LMM)

ED 234 906 PS 013 845

Foster, Michele
Sharing Time: A Student-Run Speech Event.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Class Activities; Classroom Research; Communication Research; *Communication Skills; Elementary Education; *Elementary School Students; Ethnography; Grade 1; Grade 2; *Language Patterns; Sociolinguistics; *Speech Communication; *Student Participation
IDENTIFIERS- Show and Tell; *Speech Events; *Student Led Activities

An ethnographic study was made of a student-led speech event in an ethnically mixed combined first- and second-grade classroom. In an activity called "Sharing Time," general rules governed appropriate ways of behaving, but no teacher rules governed ways of speaking, topic, or amount of time at talk. Collected over a 5-month period, data were gathered through audiotape recordings supplemented by field notes and interviews. Efforts focused on obtaining an emic, or "insider's view," of success in sharing. It was found that the content of turns in the sharing activity could be described as being object-oriented, event-centered, animal-related, character-oriented (from television or movies), or person-oriented. Two distinct styles of sharing were detected: the performed narrative and the lecture demonstration. Both the typical content of each style and the techniques students used to support their presentations differed. It was additionally found that children developed new sharing styles but could not give reasons for their nominations of best sharers. Best sharers appeared to give more attention to the immediate reactions of their audience. Documented registers of language included humor, seriousness, persuasiveness, or authoritativeness. (Examples of the two typical sharing styles are discussed, and associated sociolinguistic features are pointed out.) (RH)

ED 234 935 RC 014 117

Linse, Barbara
Art of the Folk: Mexican Heritage through Arts and Crafts for Boys and Girls.
PUB DATE- 80
AVAILABLE FROM- Arts' Books/The Book Bin, 222 Madrone, Larkspur, CA 94939 (1-9 copies, $6.95 ea., 10 copies, $4.95 ea.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; Cooking Instruction; *Cultural Activities; Cultural Enrichment; Elementary Education; *Handicrafts; *Hispanic American Culture; *Mexicans
IDENTIFIERS- *Mexico; PF Project; Recipes (Food)

Instructions for a variety of activities relating to Mexican culture are provided, with brief descriptive and historical notes on Mexican heritage. Arts and crafts from western, central, and southern Mexico are represented as well as many which are common to all of Mexico. Some of the activities included are weaving, chewing gum sculpture, paper flowers, pottery making, masks, tin art, sugar art, sewing, and cooking. Some additional areas covered are: (1) miniatures and other toys; (2) processes involved when making or using items such as clay pottery, baker's clay, bread sculpture, papier mache, rice, and embroidery; (3) puppets, masks, murals, and culture maps; (4) short cuts and substitutes in preparing materials and projects; (5) items needed for classroom cooking; (6) U.S. equivalents for Mexican cooking implements; (7) a glossary of required food items; and (8) recipes. "There" is used in the text to indicate methods and materials used in Mexico, and "here" for comparative activities for the U.S. classroom. Suggested resources and a 36-item bibliography are included. (JW)

ED 234 565 EC 160 432

Gentry, Ruben
Assessing Problems and Needs in Educating Minority Handicapped Children.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Futures (of Society); Handicap Identification; *Minority Groups; Socioeconomic Influences; *Student Evaluation; Teaching Methods; Test Bias

Forty special education majors (graduate and undergraduate) completed a survey on perceptions of problems and needs in educating minority handicapped children. Perceptions were assessed via 32 items in four major areas: sociocultural factors, identification and evaluation, instruction, and future opportunities. Findings were reported according to agreement/disagreement on each item as well as on discrepancy between corresponding items on the survey form. Socioeconomic discrepancies were revealed in the perceived impact of socioeconomic variables on handicapping conditions and variables on handicapping conditions and existing social/economic status of minority families as compared to whites. Identification/evaluation discrepancies included the need to use standardized tests and the appropriateness of present tests for black children; the influence of the examiner/assessment techniques on performance and the appropriateness of present examiner qualities/testing techniques for black children; and different levels of performance on criterion measures for placement and the suitability of present placement criteria for black children. Among instructional discrepancies indicated were the influence of individualized instruction and the suitability of instruction for blacks; the influence of teacher training on students' success and the qualifications of teachers/quality of teaching for blacks; and the influence of teaching strategies/resources on learning. The futuristic discrepancy revealed by survey responses was between the influence of society's commitment to the further education/employment of the handicapped and the future of minority handicapped children for productive living. In each discrepancy, lower scores were reported for the status of societal/special education services for the minority handicapped item than for its companion item. (CL)

ED 234 582 EC 160 455

Neubert, Debra; Taymans, Juliana
Prevocational Skill Development for Handicapped Students.
Maryland State Dept. of Education, Baltimore. Office of Special Education.; Maryland Univ., College Park. Dept. of Industrial Education.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Awareness; Career Choice; Career Exploration; *Daily Living Skills; *Disabilities; *Prevocational Education; Secondary Education; Special Education Teachers; *Vocational Evaluation

A rationale and suggested approach for providing prevocational skill development to handicapped students are described. A comprehensive approach should include instruction in academic skills related to vocational training, instruction in daily living skills, guidance in personal and social adjustment skills, vocational assessment, and experiences to promote occupational readiness and exploration. Collaboration among vocational and special educators and counselors is stressed. Objectives of a vocational assessment service are outlined, and its three major components (work sampling, psychometric testing, and critical observation of behaviors) are considered. Vocational assessment is further examined in terms of referral reasons, interpretations and application of reports, and collaboration with special education. Ways in which special educators can help develop occupational exploration and readiness skills (such as by using career oriented reading materials and school resources) are described. Related vocational academic instruction and competency areas in daily living skills and in personal-social skills are discussed. (CL)

ED 234 600 FL 013 853

Vanderplank, Robert N. process within the
Using the Language Laboratory (or Rolls Royce Bumpers Make Very Good Bottle Openers).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Language Laboratories; Listening Comprehension; *Second Language Instruction; Self Evaluation (Individuals); Speech Communication

The methods and materials used in a language lab (LL) are analyzed. The theoretical advantages of the LL are enumerated, including its ability to provide a variety of programs and activities and its provision of an opportunity for students to listen critically to their voices. In order to determine if these advantages are being used, a set of observation grids developed expressly to carry out an analysis of LL use by teachers and students is proposed. The analytical methodology was applied to 39 sessions at a language school. The greatest areas of weakness in LL use were in self-criticism and self-responsibility. With regard to actual session content, the weakest area was in the type of listening comprehension practice given. It is concluded that the LL is poorly exploited. It has been unable to adapt to changes in methods and materials which put less emphasis on the skills that the LL was originally designed to promote. It is suggested that the particular problems of the learner in the LL should be examined more closely, emphasizing the learner's listening process within the context of the LL. (RW)

ED 234 680 HE 016 591

The CFAE Casebook: A Cross Section of Corporate Aid-to-Education Programs.

Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Nov 82
AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($21.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; Fringe Benefits; *Grants; Higher Education; *Industry; *Private Financial Support; *Scholarship Funds; *School Business Relationship; Staff Development

Details of 1981 aid-to-education programs by U.S. companies are presented in this handbook. For each company, information is provided on the purpose of grants, techniques of providing funds to support education, the amount of total educational grants in 1981, support of colleges and universities, support of students, support of education-related organizations and associations, and other forms of support. In a few instances, the descriptive material includes information about programs designed to increase the educational attainment of company employees. Descriptions of the participating companies are arranged alphabetically, and indexes list the companies by field of business, size of educational support program, and categories of giving (e.g., general endowment, equipment assistance, faculty salaries, library support). It is noted that total company programs range in size from a few thousand dollars to several million. Some achieve diversity through emphasis on a matching-gift or through gifts to the United Negro College Fund; others channel their support directly to the institutions of their choice. Some programs are restricted to private institutions or geographic areas or academic disciplines relevant to a particular line of business. (SW)

ED 234 738 IR 010 803

Hartz, Roger L.
Two-Way Telecommunications: A Viable Technology for Rural Instruction?
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrators; Community Resources; Electronic Equipment; Elementary Secondary Education; Facilities; Inservice Teacher Education; *Instructional Innovation; Program Evaluation; *Rural Education; *Teaching Methods; *Telecommunications
IDENTIFIERS- Interactive Systems; *Project CIRCUIT; *Two Way Television

Project CIRCUIT (Curriculum Improvement Resulting from Creative Utilization of Instructional Two-Way Television), a two-way interactive video and audio system serving the schools of Trempealeau County, Wisconsin, was evaluated in its second year through interviews with teachers, students, administrators, and the project director, and examination of project records and media coverage. Using the facilities and equipment of the earlier Trempealeau County-Kellog project, CIRCUIT provided two-way interactive instruction among the eight schools of the county. Recommendations made on the basis of the evaluation findings include the following: (1) the level of cooperation among the eight schools should be increased; (2) proper facilities for two-way televised instruction should be provided within each school; (3) a means for distributing paper materials among the schools should be developed; (4) electronic devices should be installed so the schools can selectively scramble transmissions; (5) teachers' organizations should become involved in the development of uniform policies for job security and compensation; (6) continued research should be encouraged; (7) audio and video transmission quality should be closely monitored; and (8) greater attention should be given to training teachers in the use of the system. Four references are cited in this report. (Author/LMM)

ED 234 784 IR 050 411

Project Prepare: Livingston-Steuben-Wyoming BOCES Library Research Skills Syllabus, Senior High Level. Field-Test Edition.
Livingston-Steuben-Wyoming Counties Board of Cooperative Educational Services, Mt. Morris, NY.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Affective Objectives; *Audiolingual Skills; Course Content; Course Descriptions; *Critical Thinking; English Instruction; High Schools; Information Seeking; *Interdisciplinary Approach; *Library Instruction; *Library Skills; *Research Skills; Team Teaching

A syllabus intended to prepare high school students for college level library research and to provide students with skills for lifelong learning is being created by a committee of high school and college librarians and classroom teachers. The syllabus is designed to be taught by a team consisting of a library media specialist, English teacher(s), and a social studies or other subject area teacher. This field test version of the syllabus outlines: (1) activities for the assigning teacher(s) and the librarian; (2) the concepts/skills to be taught by the librarian; (3) the enabling concepts/skills to be concurrently taught by the assigning/English teacher (unless they were taught previously); and (4) the affective concepts/skills provided by the course and connections to be made with students' personal experience. Topics covered include time budgeting for long-term assignments, listening skills, note-taking skills, reading skills, the use of library and other resources, information evaluation and interpretation, critical thinking skills, the composition of a research paper, and the oral presentation of information. It is noted that the final version of this syllabus will include sample unit plans for interdepartmental teaching. A 10-item bibliography is provided. (ESR)

ED 234 829 JC 830 425

PACT: Perceptions of Apprenticeship Classroom Training. Handbook and Instrumentation. Michigan Community Colleges.
Michigan State Board of Education, Lansing.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.; Michigan State Dept. of Education, Lansing. Higher Education Management Services.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Apprenticeships; Community Colleges; *Course Evaluation; Employer Attitudes; *Evaluation Methods; *Program Evaluation; Questionnaires; Relevance (Education); State Programs; Student Attitudes; Teacher Attitudes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Michigan; *Program Review of Occupational Education

The PACT (Perceptions of Apprenticeship Classroom Training) program was developed as a component of the PROE system (Program Review in Occupational Education). PROE is itself one of four components of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive system for evaluative occupational education. This manual outlines procedures to be used by community colleges to review and evaluate the course work they provide for apprentices in support of on-the-job training. The evaluation procedures are limited to classroom instruction and are based on the recognition that apprenticeship training programs are established by and for industry; that classroom work represents only a small percentage of the hours required for certification; and that classroom instruction should provide technical knowledge relevant to the job. The following steps for evaluating coursework are recommended and discussed: (1) determine the programs to be evaluated; (2) determine which staff will be involved in coordinating the project, tabulating the data, writing the final report, and developing an action plan; (3) identify the employers to be involved; (4) develop and implement survey strategies for apprentices, employers, supervisors, and instructors; (5) tabulate and analyze the survey data; (6) write a final report; and (7) develop an action plan and disseminate the final report. Appendices include instruments to determine student, employer/supervisor, and instructor perceptions of apprenticeship classroom training; sample memoranda to supervisors and instructors; and forms for summarizing the results of student, employer/supervisor, and instructor surveys. (LL)

ED 234 843 JC 830 441

Rosberg, William H.
Students in English as a Second Language Classes: A Community College Experience.
Kirkwood Community Coll., Cedar Rapids, Iowa.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Community Colleges; *English (Second Language); *Foreign Students; Limited English Speaking; *Program Effectiveness; Program Evaluation; *Second Language Programs; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at Kirkwood Community College to determine if English as a Second Language (ESL) courses assist students and increase the likelihood of their academic success. The academic records of 263 students enrolled in the ESL program as foreign students between August 1978 and June 1982 were examined to determine students' sex, age, country of origin, Michigan English Proficiency Examination (MEPE) or Test of English as a Foreign Language (TOEFL) scores, number of ESL courses taken, major, grade point average (GPA), length of enrollment, and status upon leaving the college. Findings included the following: (1) 85% of the students were between 17 and 22 years of age; (2) 82.51% were male; (3) over 56% were enrolled in liberal arts programs; (4) the majority were academically successful, with only 4.18% achieving GPA's of less than 1.75; (5) the higher the TOEFL or MEPE score at the time of college entry, the higher the GPA attained; and (6) 63.6% of the students had not graduated or transferred, nor were they currently attending Kirkwood. The evaluation found no clear patterns concerning the effect of ESL classes upon student success, and concluded that further research was needed concerning the value of and needs met by the ESL program. The high attrition rate among ESL students was felt to be significant and to require greater attention. (LL)

ED 234 858 JC 830 458

Policy Alternatives for Financing California Community Colleges in 1983-84: A Staff Report. Commission Report 83-30.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 25 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Access to Education; Budgets; *Community Colleges; *Educational Finance; Educational Objectives; Financial Needs; *Financial Policy; *Financial Problems; *Financial Support; School Funds; State Aid; State Legislation; *Statewide Planning; Student Costs; Two Year Colleges
IDENTIFIERS- *California

In response to 1983-84 reductions in California community college funding, this report examines financial alternatives in light of different policy objectives. Following a background section on reductions in community college funding over the past 5 years, constraints on districts' flexibility in responding to reduced support are outlined, with focus on limits on instructional and non-instructional budget reductions. The next section considers the implications of five alternative levels of community college funding, i.e., leave Budget Act funding level intact, restore funding to 1982-83 base level, provide a 3% increase in funding for inflation cost increases above the 1982-83 base level, provide a 6% increase in funding for inflation and equalization cost increases above the 1982-83 base level, or fully fund the provisions of Senate Bill 851 calling for inflation cost increases and equalization aid. Next, four alternative sources of additional funding are discussed: the State General Fund, student charges, a mixture of general fund increases and student charge revenues, and additional revenue from other sources. Finally, the report addresses five policy objectives, analyzes the funding alternatives most likely to achieve each, and notes their implications. The objectives are to: (1) avoid additional General Fund expenditures; (2) preserve the current no tuition policy; (3) reduce the size and scope of the community colleges; (4) preserve access; and (5) maximize access and program quality. A summary of the impact of various student charge levels on community college enrollments and an overview of the methods and assumptions used in preparing the report are appended. (LL)

ED 234 875 JC 830 820

Gross, Ronald
A Meeting of Minds.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education

(ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 17 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Faculty; *Intellectual Development; Program Descriptions; Scholarship; *Workshops
IDENTIFIERS- *Intellectuals; PF Project

Throughout the country, organizations of intellectuals (most of them called Independent Scholars' Roundtables) meet to discuss issues of importance to them. The participants share knowledge, problem-solving methods, and experiences. The groups may be organized around a particular discipline or they may be interdisciplinary. They are typically open to all interested parties, although some have adopted more stringent criteria for membership. Individuals and groups frequently develop programs to bring their interests to the larger community. There are presently about 40 such organizations with a total membership of about 1,500. The address and telephone number of the Independent Scholarship Project director are provided. (DC)

ED 234 921 PS 013 868

Rauh, Hellgard; And Others
The Analysis of Peer-Group Structure in Infants.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; *Group Structure; Infant Behavior; *Infants; *Interpersonal Competence; *Peer Relationship; Research Methodology; Social Development; Test Construction; Videotape Recordings
IDENTIFIERS- Coding

Studies on peer interaction in infancy seem to imply that social group structure emerges from infants' and toddlers' dyadic interactions. In contrast to this position, the present study hypothesizes that attention structure may be a major precursor for social group structure. To investigate that possibility, an attempt was made to develop a reliable and valid research instrument suitable for assessing the group structures of very young children. Four groups of infants 6 to 11 months of age were observed in groups of four or five at weekly intervals over a period of 3 months. Videotapes of the second, eighth, and fourteenth session were used for observational analysis. Over a continuous period of time totalling 15 minutes, the duration and orientation patterns of the subjects' behavior were coded. Additionally coded were quality of attention, social approach, and social interaction. Thus the coding scheme allowed for quantitative and qualitative analysis of the data for each individual child over time as well as for the group situation at each point in time. Results indicated the existence of group structures beyond dyads. Infants' social positions within group structures were cross-validated with qualitative indices of social competence. Applications for developmental research focusing on infants' social development are discussed. (Author/RH)

ED 234 978 RC 014 393

Armstrong, Gail
The Sourcebook: A Directory of Resources for Small and Rural School Districts.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 83
GRANT- 300820226
AVAILABLE FROM- The American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($11.95 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- College School Cooperation; Community Development; *Educational Improvement; Educational Research; *Educational Resources; Elementary Secondary Education; Grantsmanship; National Organizations; Private Financial Support; *Program Descriptions; Regional Programs; Resource Materials; *Rural Education; *Rural Schools; *Small Schools; State Departments of Education; State Programs

A 1983 directory of resources for small and rural school districts lists resources for improving schools, national resources, foundations as funding sources, and state educational agency staff who can assist rural schools with information and technical assistance requests. The first section describes school improvement resources/projects by region: Midwest (16), Northeast (3), South (14), and West (14). The second chapter offers five national organizations for rural education, seven national education groups with rural interests, five sample projects in rural education research, five special projects for rural schools, and four relevant offices within the Department of Education. Private funding sources are covered in the third chapter, which notes publications listing foundations, cites 5 foundations which gave the most to rural education in 1982, summarizes components of good proposals, and lists 51 rural education projects which received foundation grants in 1981. Names, addresses, and telephone numbers of state education department rural specialists for 47 states are listed in the fourth chapter. A bibliography lists books by topic (rural education and rural development; policy, finance, demographics, and overviews; school size and consolidation; curriculum and staff development; youth employment, rural development, and vocational education), and also 10 newsletters and journals of interest to small/rural school educators. (MH)

ED 234 618 FL 013 936

Yau, Margaret Sin-Siu
Syntactic Development in the Writing of ESL Students.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Chinese; *English (Second Language); Expository Writing; Narration; Secondary Education; *Second Language Learning; *Syntax; *Writing (Composition)
IDENTIFIERS- Hong Kong

The development of English syntactic maturity was investigated among Chinese secondary school students learning English as a second language. Narrative and expository compositions written by 60 students at three grade levels were analyzed for increases in T-unit length, clause length, number of clauses per T-unit, and the use of nominals, adverbials, and coordinations within T-units. T-unit length, clause length, and number of clauses per T-unit were found to increase with grade level as well as from expository to narrative writing. Similarly, use of nominals and adverbials increased with grade level, with greater increases in the expository than in the narrative compositions. There was not a significant increase in use of coordinate structures between grade levels, indicating that this transformation is acquired early. The syntactic development of the students showed a notable resemblance to that of native English speaking students, indicating the employment of common language learning strategies. (Author/RW)

ED 234 800 IR 050 432

Gibson, Merrillyn, Comp.
Magazines in Special Media. Reference Circular No. 81-3.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescents; Adults; Annotated Bibliographies; *Braille; Children; Federal Programs; *Large Type Materials; Library Services; *Periodicals; *Talking Books; *Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

This circular lists 384 magazines produced in media suitable for use by persons who are unable to read conventional print materials. The media included are braille, cassette, disc, large type, Moon type, and open-reel tape. The entry for each title gives frequency of publication, medium or media in which it is available, method or methods by which copies may be obtained, price of subscription where applicable, and a short description of the magazine's subject matter. Included are direct circulation magazines, which are available free through the program of the National Library Service (NLS) for the Blind and Physically Handicapped; loan magazines which are also available through the NLS program but must be returned after use; magazines available on interlibrary loan through NLS network libraries; and subscription magazines. The magazines are listed in two categories covering adult and young adult material, and children's material. Also included are a list of direct circulation magazines; a subject index; indexes to braille, cassette, disc, large type, Moon type, and open-reel magazines; a list of addresses for sources of subscription magazines; and a listing of other NLS reference circulars and bibliographies. (ESR)

ED 234 814 IR 050 447

Larson, Ray R.
Evaluating Public Access On-Line Catalogs. Phase I: Development and Testing of Data Collection and Analysis Tools. Final Report.
California Univ., Berkeley.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Libraries; Computer Programs; *Data Collection; Data Processing; *Evaluation Methods; Formative Evaluation; *Library Catalogs; Man Machine Systems; *Online Systems; Records (Forms); Statistical Data; Use Studies
IDENTIFIERS- Library Statistics; *MELVYL; *Online Catalogs; Statistical Package for the Social Sciences; University of California

This report outlines specifications for the online transaction monitoring and questionnaire administration features of the University of California's (UC) Prototype On-Line Catalog, known as MELVYL. The development and testing of these features by the UC Division of Library Automation (DLA) is also described. This document is the final report during Phase I of a 2-year Council on Library Resources (CLR) evaluation project covering 14 online public access catalog systems in the United States and 1 in Canada. Sections of the report describe (1) MELVYL system configuration and user transaction monitoring; (2) monitor data normalization and analysis using online statistical file processing (SABS) and batch processing with the Statistical Package for the Social Sciences (SPSS); (3) online questionnaire administration; and (4) user activity during a 1981 MELVYL pretest. Preliminary comparisons of searching patterns in the online and card catalogs are included. Appendices provide an overview of the MELVYL patron interface, detailed descriptions of monitor records from the user transaction log, descriptions of the files generated by SABS and the SPSS programs, and examples of the statistical reports produced by SABS and SPSS processing. (ESR)

ED 234 892 PS 013 768

Infancy in the Eighties: Social Policy and the Earliest Years of Life.

National Center for Clinical Infant Programs, Washington, DC.

PUB DATE- May 83
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th Street, N.W., Suite 912, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attachment Behavior; Child Caregivers; *Child Development; *Child Rearing; Early Childhood Education; High Risk Persons; *Parent Child Relationship; Parent Education; *Public Policy; Social Environment
IDENTIFIERS- *Infant Care

Reporting recent information from research and service programs, this report presents issues concerning young children and their families. The report includes six sections; contents focus on the growth and developmental needs of children under 3 years of age. Section 1 discusses the importance of attachment between a baby and one or two caregivers. In view of this strong need for attachment, implications and suggestions are listed for parental and public awareness. Infants' resilience and vulnerability are reviewed in section 2, as they relate to prenatal and infant care and public policy. The development of infants' individuality and the need for adequate training of caregivers is highlighted in section 3. Section 4 explores aspects of the environment that influence the child and points out support functions served by parent groups and community service agencies. Identification of infants at risk of developmental disorders is discussed in section 5 with implications for new treatment techniques and professional training. Appended in section 6 are very brief descriptions of a few programs providing services

in the areas of parent education, perinatal care, developmental pediatrics, family support services, services to multi-risk families, comprehensive services, and public/private collaboration. (BJD)

ED 234 949 RC 014 336

Vandenberg, Lela; And Others
Evaluation in Non-Formal Education: A Selected, Annotated Bibliography. Annotated Bibliography #13.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- NFE Information Center, 237 Erickson Hall, Michigan State University, E. Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Education; Attitude Measures; Citizen Participation; Community Development; *Cost Effectiveness; Data Collection; Developing Nations; Evaluation Criteria; *Evaluation Methods; Females; Foreign Countries; Health Education; Literacy Education; *Nonformal Education; Nutrition Instruction; Program Costs; *Program Evaluation; *Rural Development; Rural Education; Technical Writing
IDENTIFIERS- Participatory Evaluation

A four-section annotated bibliography is comprised of sources for information on evaluation intended for non-formal education (NFE) participants. Several themes and issues stand out in the documents cited: (1) the difficulty of isolating impacts and attributing them to a specific educational project; (2) the question of qualitative (focussing on descriptive features) vs. quantitative (focussing on measurable indicators) evaluation; and (3) the concept of participatory evaluation, in which local participants evaluate their own NFE programs with procedures they determine themselves. The first section, on evaluation methodologies, lists 96 references which discuss purposes, approaches, and methods of evaluation, and provide guidelines and criteria for conducting evaluations and impact analyses. A section on project evaluations describes 96 evaluation studies of specific NFE projects, programs, and workshops in areas such as health and nutrition, literacy, agriculture, communication, distance education, and women's integration in development. The third section, on cost effectiveness, annotates 50 references on the methodologies of cost-benefit analyses and includes examples of applications of such analyses to specific NFE programs. A final section lists six documents received as the final draft of the bibliography was being prepared. Annotations include availability information and indicate language of each publication. Dates of material range from 1971 to 1983, with some citations undated. (MH)

ED 234 964 RC 014 354

Toro, Leonor; And Others
What's Happening in August?
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- Aug 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; *Cultural Awareness; Elementary Education; Females; Leaders; *Learning Activities; *Legislation; *Migrant Education; *Public Officials; Puerto Ricans; *United States History; Voting Rights
IDENTIFIERS- Social Security Act; United States Census

Designed as a teacher resource, the booklet contains nine short lessons related to events in United States history that are remembered in August: the birthday of Francis Scott Key, composer of the national anthem (August 1); the first United States census (August 1); the birthday of Herbert Hoover, 31st President (August 2); the birthday of Julian E. Blanco, Puerto Rican statesman (August 14); the passage of the Social Security Act (August 14); the birthday of Davy Crockett, frontiersman and Congressman (August 17); the birthday of Benjamin Harrison, 23rd President (August 20); the passage of Women's Suffrage, the 19th Amendment to the Constitution (August 26); and the birthday of Lyndon Baines Johnson, 36th President (August 27). Each lesson includes one or two pages of information about the person or event remembered, as well as a creative activity and word games based on the lesson. Also included are a calendar of 24 August historical events and information about the month of August, the popular August sport of boardsailing, and voting in Connecticut. (SB)

ED 234 635 FL 013 957

Garcia, Maryellen; And Others

Baseline Report for the Spanish-English Longitudinal Study.

National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-06-82
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; Elementary Education; English (Second Language); Environment; Hispanic Americans; *Language Acquisition; Language Research; Language Skills; Longitudinal Studies; Spanish; Young Children
IDENTIFIERS- California (Los Angeles)

Background information is provided on the four sites where the Spanish-English component of a longitudinal study of language development was conducted. The study was designed to examine the dynamic process of language acquisition over time in bilingual children. Each of the four schools selected was in a different geographical and sociocultural context within the greater Los Angeles area, including urban and suburban Los Angeles County, suburban Orange County, and rural San Bernardino County. At each site two families were recruited. One family had a limited English speaking or non-English speaking child in grades 1 and 3 while the other family had children in grade 1 and prekindergarten. The families' immigration background, language preferences, and education of parents and children are reported. Descriptions are given of the school, classroom, and home contexts for the children, including observations of their linguistic behavior at the time of the initial fieldwork. (RW)

Peterson, Erlend D.
Legal Responsibilities and Contractual Obligations Imposed on a University by Its Catalog.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- College Students; *Contracts; *Court Litigation; Degree Requirements; Educational Malpractice; *Educational Policy; Federal Legislation; Graduation Requirements; Higher Education; *Information Needs; *Legal Responsibility; *School Catalogs; Student College Relationship; Student Rights

The college catalog is discussed with regard to its contractual obligations and applicable federal legislation, and court cases are examined. Historical developments, elements of a contract, and student rights are also addressed. It is suggested that although the university is contractually bound by its published policies and procedures, it can avoid misunderstandings and prevent consumer suits by stating in the catalog that courses listed are subject to change through normal academic channels. It is recommended that the university should implement the following guidelines: review the catalog for correctness; make adjustments necessary in the catalog information to provide the accurate statements of contractual obligations; establish a procedure for change in which all policies, procedures, degree requirements, or curriculum are changed for the effective printing date of the catalog; implement procedures and support systems that insure the honoring of the catalog information such as a computer degree check file that monitors the student automatically according to the date of entry into the university and major program; and inform necessary personnel of the binding nature of the catalog and of their responsibility to honor the stated catalog requirements. (SW)

ED 234 666 HE 016 561

Rabineau, Louis
Postsecondary Program Review. Issuegram 40.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accountability; *College Programs; *Educational Assessment; Educational Policy; *Government School Relationship; *Higher Education; Private Colleges; *Program Evaluation; Public Policy; State Boards of Education; *State Standards; Statewide Planning

The development of state program review and different state approaches to program review are examined, along with policy issues, implications, and alternatives. It is noted that most state policy calls for periodic reviews of college programs leading to certificates or degrees. New developments in state program reviews include: review of undergraduate as well as graduate programs, review of private colleges' programs on a voluntary basis, greater comprehensiveness of reviews, and the inclusion of reviews as part of statewide planning and budgeting processes. Policy issues include the following: the purpose of program review, the definition of a program, the criteria for judging a program, and the relationship of program review to accreditation and state licensing. Among the major implications are the following: coordination, time delays, initiative, the special situation of private colleges, campus review of programs, mission and potential, and redundancy. Policy alternatives include campus review or state review, joint campus and state review, and internal or external review. (SW)

ED 234 695 HE 016 620

Cockriel, Irvin W.
Targeting Your Phonathons to Alumni.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Alumni; *Donors; *Financial Support; *Fund Raising; Higher Education; Institutional Research; *Scholarships
IDENTIFIERS- *Phonathons

A study was conducted to determine whether alumni who were previous scholarship recipients were more likely to pledge financial assistance to their alma mater than were alumni who were not financially assisted. A total of 140 alumni were to be contacted through a regular phonathon, with a special script for the 70 previous scholarship recipients. None of the study group had ever made donations to the college. The script for the previous scholarship recipients included a statement acknowledging the name of the scholarship they received and the importance of scholarships to students. Of the 70 previous recipients, 60 were actually contacted, and 51 pledged a financial gift, while 9 made no commitment of a gift. Sixty-six contacts were made from the 70 alumni who had not been undergraduate scholarship recipients. Of these 66, 16 pledged a gift, and 50 made no pledge. The alumni who received scholarships pledged financial gifts at a significantly higher rate than the nonrecipients. It is concluded that institutions with large numbers of alumni may wish to direct their phonathons to previous scholarship recipients. (SW)

ED 234 710 HE 016 636

Birnbaum, Robert
How Neutrals Can Help Bargainers in Troubled Times.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrators; *Collective Bargaining; *College Faculty; *Communication Problems; Conflict Resolution; Cooperation; Group Dynamics; *Group Guidance; Higher Education; Labor Demands; Problem Solving; *Unions
IDENTIFIERS- *Neutrality; Third Party Evaluation

The use of neutrals in higher education collective bargaining is considered, with specific reference to a pilot project in which a neutral worked for over a year with the administration and faculty union at a two-year public community college. Eighteen propositions that may promote the creative use of third parties are offered, including the following: neutrals can help the bargaining process only when both sides wish to improve their relationships and desire the use of a third party; a neutral can provide assistance, but parties must retain control of their bargaining relationship; a neutral can help parties collect and analyze data concerning their bargaining relationship to provide insight into the problems of their negotiations process and style; a neutral can help establish structures, such as workshops, in which bargaining parties can meet to discuss the nature of their relationship, and the changes that could improve it; neutrals can suggest new structures for bargaining that may help deal with complex issues; and involvement at the table by a neutral can be accepted as nonthreatening and supportive by the parties if it is focused on process and structure, rather than advocating specific substantive positions. (SW)

ED 234 754 IR 010 820

Siegel, Martin A.; Misselt, A. Lynn
An Adaptive Feedback and Review Paradigm for Computer-Based Drills.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-Report-E-25
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Students; *Computer Assisted Instruction; Computer Managed Instruction; *Concept Teaching; *Drills (Practice); Feedback; *Instructional Design; *Models; Programed Instructional Materials
IDENTIFIERS- *Corrective Feedback Paradigm; PLATO IV

The Corrective Feedback Paradigm (CFP), which has been refined and expanded through use on the PLATO IV Computer-Based Education System, is based on instructional design strategies implied by stimulus-locus analyses, direct instruction, and instructional feedback methods. Features of the paradigm include adaptive feedback techniques with discrimination training and increasing ratio review. Within the context of this computer-based instructional drill paradigm, a study using the PLATO IV system examined the effects of several types of corrective feedback and review procedures on students' posttest achievement and time to mastery. Subjects were 102 college seniors enrolled in an educational psychology course, who were randomly assigned to one of 6 drill treatment groups. The task involved learning 20 English-Japanese (transliterated) word pairs. Planned orthogonal comparisons demonstrated the statistical superiority on posttest performance of increasing ratio review and adaptive feedback with discrimination training, with no significant differences in time to mastery. The most important instructional implication of CFP is that it allows the use of a drill format to teach generalizable concepts. This report lists 20 references. (Author/LMM)

ED 234 769 IR 010 841

Chadwick, Clifton; Rojas, Alicia Mabel
Glosario de Tecnologia Educativa. Monografia No. 1 (Glossary of Educational Technology. Monograph No. 1).
Organization of American States, Washington, D.C. Dept. of Educational Affairs.
PUB DATE- 78
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Communications; Definitions; *Educational Media; Educational Technology; Epistemology; *Evaluation Methods; Glossaries; *Instructional Design; *Learning; Production Techniques; *Systems Approach

This glossary offers definitions of almost 600 terms normally associated with the field of educational technology in brief and easy-to-understand form, all in Spanish (a Portugese version exists). The terms are organized into six major areas: learning,

communications, instructional design, evaluation, media production, and systems theory. (Author)

ED 234 876 JC 830 821

Hengstenberg, James D.

Being There: Helping Students Deal with Crises.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 2 Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adolescents; *Behavior Problems; Counseling Techniques; *Emotional Problems; Guidelines; Student Behavior; Student Characteristics; *Suicide; Young Adults

IDENTIFIERS- PF Project

This brief guide is intended to aid instructors and counselors in helping students who are exhibiting emotional problems or suicidal behavior. Specific clues which indicate that a student is in emotional trouble or is potentially suicidal are listed along with actions which should be taken and crucial mistakes which should be avoided. (DC)

ED 234 907 PS 013 847

Adolf, Jane W.
An Examination of Stallings' "Implementation and Child Effects of Teaching Practices in Follow Through Classrooms."
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Early Childhood Education; *Economically Disadvantaged; *Evaluation Methods; *Outcomes of Education; *Program Evaluation; Teacher Evaluation; *Teaching Models
IDENTIFIERS- Evaluation Reports; *Evaluation Utilization; *Project Follow Through

The purpose of this paper is to critique Stallings' 1975 evaluation of Project Follow Through (PFT) in order to examine methodological issues inherent in evaluation research. Following a summary of the objectives, methods, and conclusions of Stallings' study, the critique focuses on four elements of research evaluation: internal validity, external validity, reliability, and relevance. Criticism of the PFT evaluation includes the following assertions: (1) Internal validity may be affected by a discrepancy in the number of variables used to describe program models and the number used to assess individual programs; (2) External validity may be questionable due to nonrandom assignment of the sample to treatment conditions; and (3) Reliability may be reduced as a result of confounding observers with program models, possible inconsistency of observations, and lack of control over extraneous variables. The relevance of Stallings' evaluation is perceived as being substantial in that it produced valuable implications for the development of educational programs and contributed methodological innovations for studying large educational projects. Concluding remarks review major findings of the PFT evaluation and, emphasizing the utility of the Classroom Observation Instrument, point out implications of Stallings' work for future evaluation research. (RH)

ED 234 936 RC 014 230

Caring, Coping, Change: Challenges for the 80's. A Report of the National Indian Child Conference (4th, Albuquerque, New Mexico, September 12-16, 1982).

Save the Children, Albuquerque, N. Mex.

SPONS. AGENCY- Save the Children, Westport, CT.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Adult Education; Alcohol Education; *American Indian Education; American Indians; Bilingual Education; Child Abuse; Children; *Child Welfare; Cultural Awareness; Cultural Education; Day Care; Educational Trends; Elementary Secondary Education; Family Programs; Health Education; *Health Programs; *Human Resources; Leadership; Microcomputers; Parenthood Education; Preschool Education; Self Esteem; *Special Programs; Tribes; *Youth Problems

IDENTIFIERS- *National Indian Child Conference 4th; Save the Children Fund; Traditional Healing

The report of the fourth National Indian Child Conference (1982), sponsored by Save the Children, contains a statistical portrait of the American Indian child, synopses of 7 major presentations and 64 workshops, recommendations, a conference evaluation, and lists of conference staff, presenters, and tribal representation. Topics of major presentations are traditional Indian medicine; ways to teach children a Native American perspective; microcomputers in education; trends in education; Save the Children; family day care; and leadership. Workshop topics include self-esteem, creative writing, community planning, cultural awareness/preservation, handicapped children, suicide prevention, mental health programs, parenting, bilingual education, adult education, child abuse, fund raising, local school boards, teenage pregnancy, preventative health education, early childhood education, gifted children, and substance abuse and therapy. Recommendations presented are for increased funding for Indian Child Welfare Act programs; improved communication between federal agencies affecting Indian children; opposition to closure of the Southwestern Indian Polytechnical Institute and other Indian schools; dissemination of information regarding the 1982 Indian Housing Act to Indian communities; continued pre-kindergarten programs through Indian Student Equalization Programs; increased community involvement in planning preventative health education curriculum; school-age parenting classes and child care in Indian communities; and encouraging use of native foods through the schools. (MH)

ED 234 566 EC 160 433

Bost, Linda H.; Harold, Gary
Reducing the Odds--Talent Development Activities for the Young Black Child.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Black Students; *Curriculum Development; *Gifted; Kindergarten; Learning Activities; Primary Education; Talent; *Talent Development

A program is described which was designed to develop talents among young black students. The curriculum materials are explained to be language based with emphasis on students' oral response to open ended questions. Five essential language areas are covered: expressive language, central meaning, prediction beyond the present experience, reasoning, and leadership. Activities in each of the five stages are considered in terms of objectives, materials, and procedures. Modeling and discovery approaches are suggested as helpful teaching methods. Implementation of the program with six black kindergarten children and expansion to include 21 children is discussed, and experiences with each stage of the activity curriculum are summarized. Evaluation data are presented showing parent satisfaction and improvment in students' attitudes toward the activities and themselves. (CL)

ED 234 583 EC 160 456

Schalock, Robert L.

Vocational Services to High Need Clients: The Importance of Need Determination and Person-Environment Match.

PUB DATE- 1 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Basic Skills; *Daily Living Skills; *Mental Retardation; *Models; Needs Assessment; Residential Programs; Sheltered Workshops; Skill Development; *Social Environment; *Vocational Rehabilitation; Young Adults

The paper describes a system used in Nebraska in which vocational rehabilitation specialists determine who is a high need client and develop programs via a social-ecological or "person-environment" perspective. A high need client is defined as an individual who will require considerable staff support, intervention, and time. A three-phase study was initiated to determine the needs for services and resources of 18 mentally retarded clients in a community based setting. Phase I produced data on the amount of staff time devoted to individual habilitation programing and behavioral interventions. In addition, 19 client descriptors were related statistically to these two outcomes. Phase II involved statistical analyses of the data which included the finding that the amount of individualized programing was positively related to needed self-help ambulation skills and frequency of negative behaviors, whereas non-programmatic behavioral intervention was more related to frequency of negative behaviors. Significant predictor variables were identified, and behaviors were classified according to high need and moderate need. Procedures were then developed to measure those behaviors. The third phase involved reducing mismatch of clients to available programs through behavioral skill training, use of prosthetics, environmental modification, and staff assistance. A person-environment perspective model is depicted, and steps involved in matching the persons with the environment are considerd. Two case histories illustrate the system by which the mismatch of clients can be reduced. (CL)

ED 234 601 FL 013 854

Ehrlich, M. I.
Who's That Adolescent in Your Class?: Understanding the Psychosocial World of the Adolescent.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Adolescent Development; Adolescents; Developmental Tasks; Psychological Characteristics

The psychosocial characteristics of adolescents are described in order to assist teachers in interacting more effectively with their students. Examination of students about the presence of pathology in adolescence reveals that the typical adolescent is not a stereotypically impulse-ridden, uncontrollable person. Many of an adolescent's difficulties stem from an unsuccessful resolution of the psychosocial tasks confronted in adolescence. The five psychosocial tasks most relevant for the classroom teacher are accepting one's own physique and sexual role, establishing new peer relationships, attaining emotional independence, acquiring socially responsible behavior, and building values. Problem areas that arise when the adolescent fails to deal successfully with these tasks are delineated. Teachers can help overcome these problems by setting an example for the students, maintaining appropriate classroom limits, providing a wide range for acceptable emotional expression, providing opportunities for independence and individuality, and learning to listen and communicate effectively with the adolescent. (RW)

ED 234 619 FL 013 937

Greene, Jane F.
Asian Readers: The Morpheme Conceptualization Barrier.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Context Clues; *English (Second Language); Higher Education; *Morphemes; Reading Comprehension; Secondary Education; *Second Language Learning; *Sino Tibetan Languages
The acquisition order of English morphemes by adult second language learners from Asian language backgrounds was investigated. It was hypothesized that adult speakers of the noninflected Asian languages, having passed the critical stage for second language acquisition without having mastered the linguistic concept of morphology, might face an impediment to the acquisition of English. This impediment was investigated as the "Morpheme Conceptualization Barrier" hypothesis. The subjects were 159 native speakers of noninflected languages enrolled in high school and college English as a second language classes. They each completed three contextual passages from which morphemes had been deleted. The results demonstrated an order of acquisition which significantly differed from that found in previous studies in which a universal morpheme acquisition order was observed. It was concluded that a universal order of acquisition cannot be generalized to adult native speakers of noninflected languages. However, the subjects who had learned an inflected language prior to learning English evidenced an acquisition order of English morphemes similar to that found in previous studies. Findings supported the "Morpheme Conceptualization Barrier" hypothesis. (Author/RW)

ED 234 681 HE 016 592

Kirkwood, Robert
The Quest for Excellence. Annual Report of the Executive Director of the Commission on Higher Education.
Middle States Association of Colleges and Schools, Philadelphia, PA.
PUB DATE- 30 Jun 83
AVAILABLE FROM- Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; *College Planning; Financial Problems; *Full Time Faculty; *Higher Education; *Part Time Faculty; Regional Characteristics

Central issues in the effort to maintain quality and integrity in American higher education are addressed in the annual report of the director of the Commission on Higher Education of the Middle States Association of Colleges and Schools. It is suggested that creative methods of financing education and a new approach for gaining public support are needed. The Commission has found evidence of increased planning activity on many campuses; however, what often passes for planning are studies and data collection without utilization of the information obtained. In times of financial problems, internal communication is critical, and a useful approach may be to ask faculty to study the economic implications of academic decisions, while trustees and administrators examine the academic implications of economic decisions. The growing involvement of trustees in the accrediting process is an encouraging development. Students attending college represent a spreading spectrum of ages and a growing proportion are job holders. The Commission does not take a position on the balance between part-time and full-time faculty, although there are a number of advantages to the campus community in having full-time faculty members. Developments in accreditation are also discussed, and a list of people who have participated in Commission activities since 1980 is appended. (SW)

ED 234 725 HE 016 682

A Short History of the Relationship Between the Educational Laboratories, the Research and Development Centers, and the National Institute of Education.

National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *Agency Role; Coordination; Educational Development; *Educational History; Educational Research; Federal Aid; Federal Government; *Government Role; Higher Education; Institutional Characteristics; Organizational Objectives; Program Development; *Regional Laboratories; *Research and Development Centers
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Background information on the relationship between educational laboratories, research and development (R&D) centers, and the National Institute of Education (NIE) is presented. Attention is directed to: (1) the authorizing legislation for and the subsequent creation of the laboratories and centers; (2) a chronology of selected major events affecting the laboratories and centers from their inception in the mid-1960s to July 1978; (3) a description of the labs and centers currently funded by NIE and of the Council for Educational Development and Research; and (4) NIE's organizational structure for coordinating lab and center activities and the current status of the process being used to define and develop institutional relationships between individual labs/centers and NIE. A 1978 analysis showed that both laboratories and centers vary in the degree of coherence of their mission statements, management structures, the percentage of their total funding coming from NIE, the range of research topics they address, and the types of activities they conduct. Information is provided for eight laboratories and nine centers on the year established, location, institutional status, governance and policy structure, mission, areas of concentration, and projects underway with NIE funding. An annotated bibliography is appended. (SW)

ED 234 739 IR 010 804

Kerr, Stephen T.

Videotex in Education: Current Developments in Screen Design, Data Structure, and Access Control.

PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Computer Graphics; Computer Science; *Design Requirements; Display Systems; Graphic Arts; Information Networks; *Information Retrieval; *Instructional Materials; Policy Formation; Privacy; *Videotex
IDENTIFIERS- *Access to Information; Electronic Publishing; Interactive Systems

This four-section paper begins with a brief description of videotex and the paths its development has followed during its short lifespan. The second section examines how videotex systems should present and display information, and how such information should be internally organized so that it is maximally useful for the reader/user. The analysis, which draws heavily on work done during several videotex field trials in the United States, Canada, and other countries, incorporates insights from human factors studies of video display terminals, research on typography and graphic display, and work on the design of interactive systems and computer help facilities. The third section addresses some significant policy issues that affect instructional uses of videotex, including questions of equity, privacy, and secrecy. Finally, several possible future scenarios for the development of videotex as an instructional medium are discussed, and the suggestion is made that the convergence of videotex with other emerging technologies may result in novel arrangements for electronic publishing and new opportunities for improved instructional design. Fifty-six references are listed. (LMM)

ED 234 785 IR 050 412

Daval, Nicole, Ed.
Prospects for Improving Document Delivery. Minutes of the Semiannual Meeting (101st, Arlington, Virginia, October 13-14, 1982).
Association of Research Libraries, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, Washington, DC 20036 (members: $15.00 per year, $7.50 per issue; non-members: $25.00 per year, $12.50 per issue).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Facsimile Transmission; *Information Networks; *Interlibrary Loans; Library Acquisition; Library Associations; *Library Education; Library Expenditures; Library Schools; *Research Libraries
IDENTIFIERS- *Document Delivery Service; Electronic Publishing; *Resource Sharing

This set of minutes from a semiannual meeting of the Association of Research Libraries (ARL) includes three presentations: "The Economics of Document Delivery" by Donald B. Simpson, "Electronic Journal Publishing and Libraries" by Jay K. Lucker, and "Policies and Controversies" by Hugh C. Atkinson. Atkinson reviews copyright issues, telecommunications costs, the infrastructure necessary for efficient document delivery, and fees for users. A general discussion of the topics addressed is followed by a set of reports from ARL executives and committees, including a special report from the ARL task force on library education. The first appendix presents a background paper on document delivery by Jay K. Lucker and related documents containing information on the OCLC interlibrary loan subsystem, interlibrary lending in the Research Libraries Group (RLG), private sector non-library document delivery services, a National Library of Medicine (NLM) prototype system for electronic document storage and retrieval, electronic interlibrary resource sharing networks, ADONIS (a proposed electronic delivery project sponsored by an international group of publishers), and the use of Express Mail, commercial courier services, and telefacsimiles for interlibrary document delivery. Also appended are papers on library education by Russell Bidlack and Patricia Battin, who discuss the closure of library schools, librarians' low salary levels, and employers' requirements for both entry-level librarians and the library education process; additional reports; institutional and personal attendance lists; and listings of ARL officers, board members, committees, task forces, and member institutions. (ESR)

ED 234 815 IR 050 448

Evans, Frank B.; Ketelaar, Eric

A Guide for Surveying Archival and Records Management Systems and Services: A RAMP Study.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-83/WS/6
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Archives; *Data Collection; Glossaries; Information Storage; International Organizations; *International Programs; Legislation; Public Agencies; Questionnaires; Recordkeeping; *Surveys
IDENTIFIERS- Archivists; *Records Management

Intended primarily for distribution to public archival institutions, this sample questionnaire is designed to collect information on archival systems and services and related information on records management legislation or regulation. It is noted that the questionnaire is a simplification of a previous model and that it is being used for a worldwide survey of archival institutions by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the International Council on Archives (ICA), as part of UNESCO's Records and Archives Management Programme (RAMP). A glossary of terms used in the questionnaire is provided, which is based on a final draft of a more extensive glossary also developed by UNESCO and ICA. Instructions for reporting statistical data precede the questionnaire itself, which has nine sections covering general information, legislation and regulations, personnel, budget, buildings and equipment, holdings, operations, services, and record centers. A 27-item bibliography of RAMP and related documents is also provided. (ESR)

ED 234 830 JC 830 426

MiSIS: Michigan Student Information System.

Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Aug 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; Dropout Research; Dropouts; *Followup Studies; Graduate Surveys; *Management Information Systems; *Questionnaires; Research Utilization; *Statewide Planning; Two Year Colleges; Two Year College Students; Vocational Followup; Withdrawal (Education)
IDENTIFIERS- *Michigan; *Michigan Student Information System

The Michigan Student Information System (MiSIS) is the student flow component, of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive state-wide system for evaluating occupational education. It was developed by the Michigan community college system as a systematic and valid method of collecting information on a voluntary basis for statewide and local educational decision making. MiSIS is composed of the following six subsystems, each with its own data collection instruments and procedures: (1) student's educational intent; (2) student withdrawal follow-up; (3) nonreturning student follow-up; (4) graduate follow-up; (5) employer follow-up; and (6) continuing education follow-up. Although MiSIS is not a reporting system, several of the MiSIS instruments comply with Vocational Education Data System reporting requirements and are related to state and national activities (e.g., Veteran's Administration follow-up, and Guaranteed Student Loan Program follow-up information). In addition, MiSIS data can be used locally in a variety of ways, e.g., in career counseling, identifying service needs, institutional planning, student recruitment, public relations, curriculum development, cost effectiveness studies, and communication with accreditation teams. MiSIS reflects a local and statewide teamwork approach to producing educational information in which the resources to support the system are provided at both the state and local levels. (LL)

ED 234 844 JC 830 442

1983-84 Student Handbook.
Saint Louis Community Coll. at Forest Park, Mo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Programs; Community Colleges; *Institutional Characteristics; Orientation Materials; *School Orientation; *Student Personnel Services; Two Year Colleges

This handbook for incoming students describes procedures, services, programs, and opportunities at St. Louis Community College at Forest Park. First, the handbook outlines procedures for enrolling in classes, covering admissions, placement tests, registration, fee payment, and adding, dropping, or changing classes. A section on new student orientation is followed by brief descriptions of various student services, including financial aid, student activities, instructional resources, the learning achievement center, the Careers for Homemakers Program, veterans services, the Metropolitan Re-Employment Program, counseling and advising, and job placement. The next section offers information on interpreting placement tests results, figuring grade point averages, planning schedules, class attendance requirements, course withdrawal, obtaining transcripts, and dealing with academic problems. This section also describes programs such as the Institute for Continuing Education and the Reserve Officer Training Corps and outlines alternative means for obtaining credit (e.g., credit by examination, work/military experience evaluation, and transfer credits). A list of the associate degree and certificate programs available on campus is followed by definitions of various terms, such as academic load, elective courses, honors list, and waivers. The last sections provide a directory of services, an academic calendar, a sample academic advising form, and sample placement test questions. (LL)

ED 234 922 PS 013 870

Glossop, Robert
The Games Children Play.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 15 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Alienation; Children; *Early Parenthood; *Family Characteristics; *Family Structure; Foreign Countries; Intervention; *Social Attitudes; Social Change; *Social Problems; *Social Responsibility
IDENTIFIERS- Canada

Discussed are characteristics of the modern Canadian family and the social context within which the issues of adolescent pregnancy and adolescent sexuality arise. Various options for families and related ambivalent attitudes toward such personal freedoms are described. The historical evolution of western industrialized society is briefly sketched, and influences of urbanization and industrialization on the family are traced. The machine is seen as the model of Canadian society, and problems resulting from "machine-like" social structures are delineated. Extensive attention is given to problems of children and adolescents. Additionally, historical changes in the social conditions of and influences on children are indicated. Contemporary children and adolescents are depicted as aliens within their own culture, as frequently living in an artificial and unreal world, and as excluded from responsibilities and confined to playing games such as "recreational sex" in their quest for identity. Statistical data about teenage pregnancies are reviewed, and problems in interpreting the facts are discussed. The "teenage pregnancy epidemic" is viewed as a problem resulting from teenagers' keeping their babies. Consequences of adolescent pregnancy and childbearing for mothers and children are pointed out. Concluding remarks focus on the difficulty of reducing the incidence of adolescent pregnancy. (RH)

ED 234 859 JC 830 459

Your Education in Washington's Community Colleges.

Washington Association of Community Coll. Presidents.; Washington State Board for Community Coll. Education, Olympia.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *College Attendance; College Bound Students; *Community Colleges; *Institutional Characteristics; State Colleges; Two Year Colleges
IDENTIFIERS- *Washington

Designed for prospective students at Washington community colleges, this guide provides information about the state's 27 community colleges, their programs, costs, instructors, locations, and admissions procedures. The guide begins by offering general information related to the characteristics of community colleges, two-year college students, campuses, faculty, degrees offered, student life, instructional programs (i.e., academic transfer; vocational education, remedial, basic education, high school completion, and recreational courses), costs, financial assistance, application procedures, and equal opportunity compliance. Brief descriptions are then provided for each community college, highlighting the unique characteristics of each school and including a list of the vocational programs offered. A chart listing vocational programs by geographic area and community college concludes the guidebook. (LL)

ED 234 652 HE 016 449

Pommrehn, D. Jack
Computer Assisted Degree Progress Reporting.
PUB DATE- 19 Apr 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Advising; *Academic Records; College Credits; *Computer Oriented Programs; *Degree Requirements; Higher Education; Program Administration; Program Development; *Program Effectiveness; Undergraduate Study
IDENTIFIERS- *Academic Progress Report; *University of Denver CO

Background information on University of Denver's computerized degree check and advising system, the Academic Progress Report (APR), is presented. The APR program, which was implemented for undergraduates in fall 1976, is discussed in terms of the need for the program, its development, implementation, problems, and future directions. The system provides a computerized statement of degree requirements and student records to help with academic advising. Department heads were given a listing of major and minor requirements obtained from college bulletins and asked for corrections. A pilot check of the system was undertaken with six departments. A positive outcome has been that faculty can spend more time talking with students about their future and career goals. It was found that academic rules programmed in the computer have been more reliable than an employee's memory of rules. Important components of the project include communicating changes in degree requirements and ongoing discussion of the project and problems among staff. Appendices provide specific information on the computer and the software languages and a list of possible computer messages regarding violations of regulations for earning credits. (SW)

ED 234 696 HE 016 621

Graf, Eric
Curriculum Diversification: Responding to Changing Needs.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aspiration; Clinical Experience; College Curriculum; Educational Change; Educational Trends; *General Education; Higher Education; *Liberal Arts; *Majors (Students); *Professional Education; *Psychology; Teaching Assistants; *Undergraduate Study
IDENTIFIERS- *Ithaca College NY

Considerations regarding the undergraduate psychology program at Ithaca College are reviewed. In reevaluating the program, the following projections were made: the number of students who select psychology as a major in preparation for graduate studies will diminish; the majority of students electing the major will primarily need a solid liberal arts education based on the general education principle; a general education will be manifested in the syllabi of the courses, not in course or distribution requirements; in comparison to the student of earlier periods, the student of today is on the whole less prepared, both in terms of skills and the motivation needed to appreciate the discipline required by a science; and while there is a place and need for the liberal arts educated person, there is also a strong trend toward professional education. For the relatively small number of students who intend to pursue graduate studies in psychology, the college has developed a "fellowship" program. Students are assigned either to individual faculty members or to the departmental laboratories and work closely with the assigned staff member, to tutor students or to lead freshman students in the laboratory. For these activities, the students receive a small stipend. (SW)

ED 234 755 IR 010 821

Dixon, Robert C.; Clapp, Elizabeth J.
A Theory-Based Computer Tutorial Model.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-Report-E-26
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Design Requirements; Feedback; Flow Charts; Individualized Instruction; *Instructional Design; *Models; Specifications; Theories
IDENTIFIERS- *Corrective Feedback Paradigm; *Tutorial Mode

Because of the need for models to illustrate some possible answers to practical courseware development questions, a specific, three-section model incorporating the Corrective Feedback Paradigm (PCP) is advanced for applying theory to courseware. The model is reconstructed feature-by-feature against a framework of a hypothetical, one-to-one, teacher-directed tutorial, indicating the following for each feature: (1) its theoretical and empirical bases, if any; (2) some strengths and weaknesses; (3) its specifications; and (4) research considerations. The model is characterized as being theory-based and sufficiently specific to generate actual lesson designs as well as for research purposes. Instructional features discussed are the pretest, frame, and modeling. Analyses of features related to student and computer/teacher interactions include those concerned with determining the tentative practice set, eliciting a response, judging a response, providing feedback for a correct response, determining error type, revising item type, providing feedback for incorrect responses, and exhausting the item set. Immediate and delayed posttests and lesson revision are also examined, and applications of the model for lesson design are considered. Several figures illustrate the model, and 20 references are listed. (LMM)

ED 234 770 IR 010 842

McLaren, Joan
The Information Technologies: Telidon and Education--Perspectives and Possibilities for a New Information Technology and Its Impact on Education.
Manitoba Dept. of Education, Winnipeg. Instructional Media Services.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Delivery Systems; *Educational Media; *Futures (of Society); *Information Networks; Instructional Innovation; Simulation; Teaching Methods; *Technological Advancement; *Videotex
IDENTIFIERS- Information Society; Information Technology; Interactive Systems; *Telidon System

A discussion of the information revolution and society with the focus on education and a description of the current configuration of Telidon, a videotex system developed in Canada, provide the background for an in-depth exploration of the educational applications and capabilities of this new information technology. Capable of operating in either a one-way teletext or two-way videotex mode, Telidon is characterized as one of the major technological participants in the information revolution. Its role in bringing about and furthering the information society is discussed, as well as its potential for use at various levels of the educational system and in other locations such as the home and library. Topics highlighted are change and technology, functions of Telidon in educational technology, modes of instruction (passive, interactive, simulation, information resource), and educational communications (many-to-one, one-to-many, one-to-one, group-to-group, and network communication). A brief discussion of issues and implications for policy and a nine-page selected bibliography are included. (LMM)

ED 234 801 IR 050 433

Manual on Bibliographic Control.
International Federation of Library Associations, The Hague (Netherlands).
SPONS. AGENCY- United Nations Educational; Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-83/WS/8
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bibliographies; *Cataloging; Classification; Guidelines; *International Programs; Library Planning; *National Programs; Nonprint Media; Objectives; Publications; *Standards; Union Catalogs
IDENTIFIERS- Cataloging in Publication; International Standard Book Number; International Standard Serial Number; Legal Deposit; *National Bibliographies; *Universal Bibliographic Control

This manual outlines objectives, functions, and methods for establishing national bibliographic control as part of the development of a worldwide system for the control and exchange of bibliographic information. Chapters cover: (1) definitions of bibliographic control and related concepts including Universal Bibliographic Control (UBC) and national imprints, collections, and authors; (2) the process of acquiring national publications by means of legal deposit; (3) issues related to producing a national bibliography, including its physical format, coverage, and record requirements, and the establishment of a cataloging-in-publication program; (4) the preparation of bibliographic records, with emphasis on types of cataloging rules, the use of headings and entry words, and subject classification; (5) participation in international numbering schemes, including the International Standard Book Number (ISBN), International Standard Serial Number (ISSN), and other international numbering systems; and (6) additional tools of bibliographic control, particularly union catalogs and national processing centers. Appendices present an outline of the objectives and functions of a national bibliographic agency within an international framework, and samples of related documents and national bibliographic records. Annotated bibliographic notes and a list of acronyms and abbreviations are also provided. (ESR)

ED 234 893 PS 013 795

McBroom, Elizabeth, Ed.
Child Welfare in Canada.
University of Southern California, Los Angeles. School of Social Work.
PUB DATE- 83
AVAILABLE FROM- University of Southern California School of Social Work, Montgomery Ross Fisher Building, Room 214, University Park-MC 0411, Los Angeles, CA 90089 ($5.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Children; *Child Welfare; Community Action; Community Services; *Cultural Pluralism; Foreign Countries; *Health Services; Juvenile Courts; Legislation; Prevention; Public Policy; *Residential Care; School Social Workers; *Social Development; Voluntary Agencies
IDENTIFIERS- *Canada; Context Effect

Reflecting the current state of theory and practice in child welfare in Canada, these eight papers suggest a contemporary view of Canadian children and the contexts in which they develop as defined by legal rights and society. First, Henry S. Maas argues that attention to normal social development and its contexts, and to related ongoing theory and research, might lead child welfare toward an increase in developmental or preventive work. Terry Russell and Landon Pearson then discuss the relationship between voluntary organizations and child welfare policy in its historical socio-legal context. The development of local services and community action on behalf of multiculturalism is reviewed by Anne-Marie Furness. Shirley Post describes preventive measures taken in several areas of child health, including prenatal and perinatal care, and additionally discusses problems such as immunization, smoking, and mental health. Gregory Grande and Gregory McClare provide an overview of Canadian school social work, emphasizing potential for preventive intervention strategies and suggesting a theoretical framework and possible future trends. Dorothy Chave Herberg focuses on issues in multicultural child welfare and provides a process-based model representing child welfare worker and client values in terms of high- and low-context communication situations. Concluding articles, by Geoffrey L. Pawson and John Hylton, respectively, describe residential group care and treatment programs and suggest implications of recent legislation for young offenders. (RH)

ED 234 908 PS 013 848

Golomb, Claire; McLean, Lynn
Accessing Cognitive Skills in Preschool Children of Middle and Low Income Families.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; *Cognitive Ability; *Learning Theories; Low Income Groups; Middle Class Students; Preschool Education; *Preschool Tests; Socioeconomic Influences
IDENTIFIERS- *Cognitive Research; Piagetian Theory

The present study (1) explores the extent to which the standard format of the conservation assessment task may mask conserving abilities of preschoolers and (2) investigates how the wording of a typical conservation task may affect the type of justifications offered by children of two different socioeconomic backgrounds. Subjects included 48 4- to 6-year-old preschool and kindergarten children (25 girls and 23 boys). Half were from middle-class families, and the other half were from low-income families. The experimental design included three phases: a pretest to establish the nonconserving status of all participants, a limited conservation training intervention, and conservation posttests. Subjects were grouped by socioeconomic status and assigned to either the training condition or to one of the two control conditions. Results indicated that logical problem-solving strategies considered typical of the concrete operational period can be tapped at an earlier age, provided the task is structured in a manner that diminishes the role of irrelevant cues and facilitates the emergence of logical reasoning skills. It is concluded that findings supported Piaget's conception that reversible thought processes form the core of the solution to the conservation problem and that justifications emanate from a coordinated and reversible structure. Overall, low-income children performed as well as middle-class children, a fact that confirms the generality of the cognitive strengths uncovered. (BJD)

ED 234 950 RC 014 337

Epskamp, Kees P.
Training Popular Theater Trainers: A Case Study of Nigeria. Occasional Paper #10.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- NFE Information Center, 237 Erickson Hall, Michigan State University, E. Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adult Education; Audience Participation; Case Studies; Change Agents; Change Strategies; Citizen Participation; *Community Involvement; Community Problems; Developing Nations; Drama; *Drama Workshops; Experiential Learning; Field Instruction; Foreign Countries; Needs Assessment; *Nonformal Education; *Popular Culture; Rural Development; Self Evaluation (Groups); Trainees; *Training Objectives
IDENTIFIERS- Consciousness Raising; Multimedia Performances; *Nigeria; Tiv

A 13-day workshop was conducted in Nigeria to train 60 community development workers in the educational use of popular theater for community-based adult education. Key goals were conscientization (a gradual learning process in which people look critically at their social situation to gain deeper understanding of the root causes of their problems) and participation (learners shaping and controlling the learning situation as a first step toward controlling their lives). The workshop used the Kwagh-hir, part of the Tiv peoples' tradition of public theatrical performance, combining traditional ritual and modern theater, and using a narrator, musicians, acrobats, dancers, and a puppet show in a performance on an open space in the village. After 3 days of training in crucial African theater elements (dance, music, singing, and drums), workshop participants applied their training in three Tiv villages. An inventory of village problems was made, anecdotes acted out and edited, public rehearsals held (with much input from villagers), local musicians involved, and finally performances held, then evaluated. The dual goal of the workshop was conscientization of Tiv villagers and of workshop trainees, to respect the villagers, listen to them, learn about their problems, and incorporate these problems in creative dramatizations to involve the Tiv in community introspection and analysis. (MH)

ED 234 965 RC 014 355

Toro, Leonor; And Others

What's Happening in September?

Connecticut State Migratory Children's Program, New Haven.

SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- Sep 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Black Culture; Black History; Blacks; *Cultural Activities; *Cultural Awareness; Elementary Education; *Leaders; *Learning Activities; *Migrant Education; Puerto Ricans; *United States History
IDENTIFIERS- Holidays; Jewish Culture; Labor Day

Intended as a teacher resource, the booklet contains a series of 10 short lessons about historical, annual, or cultural events related to the month of September. Information is presented on the following: September; Labor Day; the beginning of the academic year; the Jewish holidays of Rosh Hashanah and Yom Kippur; the birthdays of Puerto Rican nationalist Pedro Albizu Campos, President William Howard Taft, and novelist James Fenimore Cooper; Citizenship Day; the Lares Outcry in Puerto Rico; and Native American Day. The booklet also contains five short lessons on the Connecticut law concerning Native Americans, four important figures in Black history (Matthew A. Henson, Mary McLeod Bethune, Lorraine Hansberry, and Elijah Muhammad), physical fitness, the African American celebration of Kwanzaa, and mathematics activities for grades 2-4. Most of the lessons include creative activities and word games based on the event described. A calendar of 33 September events is included. (SB)

ED 234 979 SE 041 711

Agricultural Land: Is Our Food Factory in Danger? Fastback Booklet .
Illinois State Board of Education, Springfield.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Production; Class Activities; Community Planning; *Conservation (Environment); Environmental Education; Field Experience Programs; Instructional Materials; Land Use; Secondary Education; *Simulation; Student Projects; Teaching Guides
IDENTIFIERS- PF Project

This environmental teaching guide is designed to help Illinois teachers promote wise land-use planning at the secondary level. Program objectives, background information, activities and games for use in and outside of the classroom, a simulated problem-solving exercise, resource lists, and a test with answers are included. (JW)

ED 234 636 FL 013 958

Berdan, Robert; Garcia, Maryellen
Discourse-Sensitive Measurement of Language Development in Bilingual Children.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-07-82
PUB DATE- Jul 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; Child Language; Children; *Discourse Analysis; English; *Evaluation Methods; Language Acquisition; *Language Proficiency; Spanish; Speech Communication
IDENTIFIERS- Mean Length of Utterance

The use of observation of natural language interaction as a measure of language proficiency and the impact of discourse characteristics on children's use of Spanish and English as measured by length of utterances are examined. The goal of this observational approach to measuring language proficiency is to distinguish between the effects of change in discourse contexts and change in the language proficiency of individuals over time. Maximum likelihood techniques are used to estimate the effects of discourse contexts on length of utterance, and the probability that utterances will be as long as those observed in each discourse context is then calculated. This probability becomes the basis for constructing a weighted index of utterance length. This approach was tested on language samples obtained from Spanish/English bilingual children between the ages of 4 and 10 and compared to other indicators of language ability. It was found that discourse function or context appears to influence utterance length. (Author/RW)

ED 234 667 HE 016 562

Hyde, William
Improving Higher Education Through Budget Incentives. Issuegram 21.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Budgets; Change Agents; College Administration; Decision Making; Educational Finance; *Financial Policy; Financial Problems; Governance; *Government School Relationship; *Higher Education; *Incentives; Institutional Autonomy; Money Management; Public Education; *State Colleges; Tuition

The practice of providing financial incentives in higher education to reduce costs through improved managerial practices is discussed. It is suggested that for a state to adopt incentives in its budgetary practices affecting public higher education, several factors are required: the institutions, the legislature, gubernatorial staff, and the state higher education agency should agree on the nature and impact of the proposed budgetary provisions; and key individuals must initiate the change and serve as brokers between legislative or gubernatorial interests and the interests of higher education. Budgetary practices that are being implemented as a partial remedy for the financial plight of their public colleges include: retention of indirect cost recoveries, institutional control over tuition policies, and managerial flexibility. Colorado and Kentucky have made big changes in the authority and responsibility given to governing boards for business management of the institutions. Two studies examining state budgetary changes for improving higher education are being conducted by the Education Commission of the States and the National Association of College and University Business Officers. (SW)

ED 234 877 JC 830 822

Eastmond, Nick
High Technology and Faculty Effectiveness: An Update.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 8 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Faculty; Computer Oriented Programs; Faculty Development; Higher Education; Information Dissemination; Information Storage; *Microcomputers; Opinion Papers; Productivity; Teacher Attitudes; *Teacher Effectiveness; Technological Advancement
IDENTIFIERS- PF Project

The microcomputer revolution promises to alter drastically the means of communicating and storing information in higher education. Ways in which computers can enhance faculty members' productivity include: (1) word processing; (2) information access; (3) electronic mail; (4) graphics; (5) accounting; and (6) learning. The response of faculty and colleges to this revolution thus far has been positive. (DC)

ED 234 567 EC 160 434

Childs, Theodore F.
An Interdisciplinary Curriculum to Meet the Needs of Developmentally Disabled Children.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Youth; *Course Content; *Developmental Disabilities; Higher Education; *Interdisciplinary Approach; *Teacher Education

Three regional workshops held by the Alabama Center for Higher Education to sensitize minority professionals to the severely involved population and to encourage participation of minority professionals in the developmental disabilities service system are described. Background information on P.L. 94-142, the Education for All Handicapped Children Act, is presented, and implications for blacks and traditionally black institutions of higher education are considered. A core curriculum in developmental disabilities based on knowledge of normal growth and development and on the importance of interdisciplinary teamwork is described. Aberrations in normal development as represented by mental retardation, cerebral palsy, epilepsy, autism, blindness, and auditory disability are discussed. Five courses are outlined which provide basic growth and development information along with field experience. (CL)

ED 234 584 EC 160 457

Barber, Louis S.
Work Experience Education for Individuals with Exceptional Needs at the Secondary Level in California. Summary.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 23 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Secondary Education; State Programs; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *California

The paper summarizes efforts in California to provide handicapped secondary students with work experience education. Three types of work experience programs in California are noted (exploratory, general, and vocational work experience). Selection criteria for students include age level, full-time pupil basis, approval of parent/guardian and school guidance service, and appropriate vocational or educational goal. Employer selection criteria (including knowledge of the program and willingness to supervise and keep records) are also listed. Self-assessment and reviews by consultants are among the program evaluation methods identified. Elements of successful programs are administrative support and qualified personnel. A related project operating classroom training and part-time work experience is described. (CL)

ED 234 602 FL 013 855

Celce-Murcia, Marianne
Teaching Pronunciation Communicatively.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communicative Competence (Languages); *English (Second Language); Higher Education; Learning Activities; *Pronunciation Instruction; Second Language Instruction; Teaching Methods

Methods designed to effectively teach pronunciation to university level nonnative speakers of English are described. Following a historical overview of educators' attitudes toward the relative importance of teaching pronunciation, teaching techniques that have been used in the past are surveyed. The relevance of the communicative approach is discussed. To apply this approach to the teaching of English pronunciation, four steps should be employed: (1) identify sounds that are problematic for the class, (2) look for contexts that naturally offer an abundance of lexical items with these target sounds, (3) develop communication oriented tasks requiring the use of these words, and (4) develop several exercises for each problem area to reinforce learning. Several pronunciation exercises are presented to illustrate these principles. It is concluded that by making systematic use of communicative activities in the pronunciation classes, students can have the opportunity to practice pronunciation in a way that better facilitates transfer to the real communication of the outside world. (RW)

Valadez, Gustavo
New Perspectives. VESL (Vocational English as a Second Language): An Annotated Bibliography.
Evergreen Valley Coll., San Jose, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.
PUB DATE- Jan 83
CONTRACT- 3-1-730
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; English (Second Language); *English for Special Purposes; *Instructional Materials; Resource Materials; *Vocational Education

An annotated bibliography of special purpose and vocational English as second language (VESL) materials for the limited English proficient was compiled. The entries are first presented by vocational category and then cross referenced by author, language, and language level. Approximately 1,000 items are organized according to 111 vocational fields, 12 languages, and 9 language levels ranging from low beginning to high advanced. Lists of other bibliographies, educational resource materials, journals, and organizational resources, selected articles on VESL topics, and results of a VESL curriculum survey are appended. (RW)

Syverson, Peter D.
Summary Report, 1982. Doctorate Recipients from United States Universities.
National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 83
CONTRACT- NSF-SRS-8214433
AVAILABLE FROM- Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Doctoral Degrees; Employment Patterns; Ethnic Groups; Females; Foreign Nationals; Graduate Study; Higher Education; *Intellectual Disciplines; Majors (Students); Males; Marital Status; National Surveys; Occupational Aspiration; Place of Residence; Questionnaires; Racial Distribution; Sex; *Specialization; *Student Characteristics; Student Educational Objectives; Student Financial Aid

A statistical and narrative summary of the results of the 1981-1982 Survey of Earned Doctorates is presented. Basic information, such as sex, field, institution, and year of Ph.D., is presented for all of the 31,048 doctorate recipients, while complete questionnaire data are included for the 29,528 Ph.D. recipients who completed the questionnaire. Research and applied-research doctorates in all fields are covered, excluding such degrees as the M.D., D.D.S., O.D., D.V.M., and J.D. Tables provide the following information: postgraduation plans of 1958-1982 doctorate recipients for selected fields of study; postgraduate employment and study plans of 1980 doctorate recipients compared with employment status in 1981; number of 1982 doctorate recipients by sex and subfield; number of 1982 doctorate recipients by citizenship, racial/ethnic group, and subfield; statistical profile of 1982 doctorate recipients by sex and field of doctorate; sources of support in graduate school of 1982 doctorate recipients by sex and summary field; state of doctoral institution of 1982 doctorate recipients by sex and summary field; and statistical profile of doctorate recipients by racial/ethnic group and U.S. citizenship status. A questionnaire and specialties list are appended. (SW)

ED 234 711 HE 016 637

Jacobs, Lucy Cheser
Basic Academic Skills Expected of Entering Freshmen at Indiana University. Indiana Studies in Higher Education Number Fifty.
Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; *Basic Skills; *College Freshmen; *College Preparation; Higher Education; Institutional Research; Listening Skills; Logical Thinking; Mathematics Skills; *Prerequisites; Reading Skills; Speech Skills; Study Skills; *Teacher Attitudes
IDENTIFIERS- *Indiana University

The importance of specific academic skills for entering college students was assessed based on the views of 80 Indiana University faculty members who were teaching 100-level courses during the fall semester 1982-1983. Findings include the following: reading, reasoning, speaking/listening, and studving are academic skills judged necessary for success by the greatest number of faculty members teaching lower-division classes; 74 percent said that writing skills were relevant to success in their classes, while 36 percent said that mathematics skills were important for success; assignments in lower division classes involve mainly reading and, to a lesser extent, writing skills; nearly one-fourth of the respondents use essay examinations exclusively in their classes, 26 percent use objective tests only, and about one-third use a combination of essay and objective examinations; a greater number of writing skills were judged by the faculty to be essential for entering college freshmen than was found for the other basic skills. Information was obtained on essential skills in each of the areas (reading, writing, speaking/listening, reasoning, studying, and mathematics). (SW)

ED 234 726 HE 016 683

Cedar, T.; Salasin, J.
Management of Federal R&D Centers.
PUB DATE- 17 Mar 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accountability; Agency Role; Educational Development; Educational Research; Federal Aid; *Government Role; Higher Education; Information Dissemination; *Institutional Administration; *Institutional Autonomy; Institutional Characteristics; Organizational Objectives; *Research and Development Centers
IDENTIFIERS- *NIE R and D Centers and Regional Educational Labs

A plan for studying management procedures that structure the relationships between federal agencies and federally-created research and development (R&D) organizations is discussed. The objective is to identify the types of federal management approaches, examine these approaches from the perspective of their relative emphasis on accountability and autonomy, and determine if there is an association between types of approaches, agency and center characteristics, and center performance. Center activities to be examined, in terms of the impact that management procedures have on conducting the activity, include: specifying the center's purpose; defining the center's portfolio of projects and planning individual R&D tasks; managing ongoing center operations (e.g., staffing); conducting the substantive R&D program of the center; disseminating results and/or providing technical assistance; and evaluating the center's performance (criteria and procedures). An autonomy scale will be used to rate federal control over each major center activity, and a summary index of control will be developed to describe the degree of autonomy given to each center by its sponsoring agency. In addition, system descriptors will be analyzed for their association with autonomy and their influence on center performance. Approaches to measure center accomplishment are also discussed. (SW)

ED 234 740 IR 010 806

Bruman, Janet L.
Communications Software for Microcomputers.
CLASS, San Jose, CA.
REPORT NO.- ISBN-0-938098-01-2
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Computer Programs; Design Requirements; *Evaluation Criteria; *Information Networks; Input Output Devices; *Library Automation; Man Machine Systems; Media Selection; *Microcomputers; Purchasing
IDENTIFIERS- Electronic Mail

Focusing on the use of microcomputers as "smart terminals" for accessing time-sharing systems for libraries, this document discusses the communications software needed to allow the microcomputer to appear as a terminal to the remote host. The functions which communications software programs are designed to perform are defined and explained, including communications protocols, keyboard redefinition, screen display, RAM Buffer Operations, uploads, downloads, editing, printer controls, and keyboard macros. The operational aspects which are important for efficient use are reviewed, as well as those which facilitate operator training. Other communications applications for microcomputers are explored, such as electronic mail and bulletin boards, micro-to-micro file transfers, and use of smart terminal software to download data into local files. Because such smart terminal software packages are hardware dependent, information is provided to aid in software examination, which should be conducted as part of the evaluation and selection process if the hardware has not been already purchased. More than 75 software programs are listed, with publisher, price, and hardware information. A glossary and bibliography are provided. (Author/LMM)

ED 234 860 JC 830 460

Hauselman, A. J., Ed.; Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics: University of Kentucky Community College System, 1982-83.
Kentucky Univ., Lexington. Community Coll. System.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Graduates; College Libraries; *Community Colleges; Educational Finance; *Enrollment Trends; *Financial Support; Income; Operating Expenses; State Colleges; State Surveys; *Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kentucky

A history of the University of Kentucky Community College System (UKCCS) begins this presentation and analysis of data on UKCCS enrollment, instructional programs, financial support, and student characteristics. Section I looks at fall 1981 headcount enrollments for each of the 14 UKCCS campuses in terms of distribution by enrollment status, class, sex, and residence. Enrollment trends are considered in Section II with regard to: (1) fall headcount and full-time equivalent (FTE) enrollments for 1969 and 1972 through 1982; (2) fall 1982 headcount enrollment by degree level (i.e., transfer, technical, and non-degree) and in comparison to fall 1981 enrollment; (3) degree-level enrollment by sex; (4) credit hours offered by degree and course levels; (5) FTE enrollment by degree and course levels; (6) a comparison of FTE enrollments by course level for fall 1980 through fall 1982; (7) number of graduates by degree, technical program, and college for 1975 to 1982; (8) UKCCS library holdings; and (9) highest degree held by faculty. Section III analyzes the financial support bases of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and average faculty salaries by rank. Section IV examines the income, ethnic status, and age of fall 1982 first-time freshmen and compares their standardized test scores with those of similar groups in 1972 through 1981. The report includes 34 data tables. (LL)

ED 234 923 PS 013 871

Poteat, G. Michael

Elementary Students' Sociometric Status and Behavior: A Discriminant Analysis.

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Classroom Observation Techniques; Classroom Research; Discriminant Analysis; Elementary Education; *Elementary School Students; Grade 4; Grade 5; *Interpersonal Competence; *Peer Relationship; Questionnaires; *Sociometric Techniques; *Student Behavior; Training

Specifically designed to avoid methodological problems limiting earlier research, this study attempted to identify specific behavioral differences between elementary school students with either high or low sociometric status. Subjects, who had been selected on the basis of same-sex sociometric status nominations of 144 classmates, were 30 females and 24 males in seven fourth- and fifth-grade classrooms. The 54 subjects were observed on a quasi-random basis by 10 experimentally naive undergraduate students using a 31-category comprehensive state/event observation code. Each subject was observed in both academic and nonacademic settings for a minimum of 12 10-minute sessions. Results indicated an interaction between sociometric status and setting, but students of high and low sociometric status could be discriminated on the basis of behavior in both settings. It was tentatively concluded that the utilization of the overall rate of peer social interaction as an index of social skill or appropriate social behavior is not supported by the available data. Additionally, results suggested that certain behaviors frequently targeted as social skills are appropriate behavioral goals only for certain situations and that, to be understood, behavioral differences should be considered within the context of the behavioral setting in which they occur. (Implications for training in social skills are briefly considered.) (RH)

ED 234 937 RC 014 273

Mattera, Gloria; And Others
Alcohol Use among Migrant Laborers. Final Report.
State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- New York State Health Research Council.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Agricultural Laborers; Agricultural Trends; *Blacks; *Drinking; Family Influence; *Haitians; Labor Force; *Migrant Problems; *Migrant Workers; Questionnaires; Research Needs; Social Control; Social Environment; *Social Isolation
IDENTIFIERS- *New York (Upstate)

A 1982 study of alcohol use among migrant laborers in New York focuses on the extent of drinking among workers with different characteristics, to test the hypothesis that in camps composed primarily of family groups social control mechanisms will be more highly developed than in camps composed primarily of unattached men, and that this will be reflected in differences in drinking behavior. Interviews conducted with 217 Black and Haitian migrant agricultural workers in 13 camps in 4 upstate New York counties indicate that unattached, older, less-educated, lower-status Black men account for most of the heavy drinking in migrant camps, and that people travelling in family groups under the surveillance and control of kin report less frequent and less heavy drinking, and less trouble as a result. A consequence is that as more family groups leave migrant work, more migrants are unattached men, leading to increasing visibility of and concern about the problem of heavy alcohol use. The major recommendation is that recreational, social, and other activities be made available for migrant farmworkers, particularly on weekends and during "down" times, inclement weather, and evenings, as the heaviest drinking is during the weekend and other non-working times. The interview questionnaire and statistical tables are included. (MH)

ED 234 786　　　　　　　　　　　　　IR 050 414

State Aids to Medical Libraries in Hospitals. Report of the Council on Library and Network Development. Bulletin No. 3209.
Council on Library and Network Development, Madison, WI.; Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Libraries; Check Lists; Guidelines; *Hospital Libraries; Interlibrary Loans; Library Cooperation; Library Facilities; Library Materials; *Library Networks; Library Personnel; *Library Services; Library Surveys; *Medical Libraries; Shared Services; Statewide Planning
IDENTIFIERS- Library Funding; *Multitype Library Networks; Resource Sharing; *Wisconsin

This report presents an overview of health science libraries and the biomedical communications network in Wisconsin, and a list of goals and recommendations related to the role of the state government in the development of health science library services. It is noted that health science libraries in the state range from hospital and academic libraries to nursing home collections and information centers in biomedical businesses. The Wisconsin Health Sciences Library Network, six regional consortia, and library resource sharing and services are briefly described, and the relationship between public and health science libraries is discussed. Recommendations include the strengthening of the state level health sciences library coordinator position at the University of Wisconsin-Madison and the improvement of health science library resource sharing programs through inclusion of library collections in a state union list of serials, development of compatible communication and automation systems, and increased interlibrary loan and reference referral services. Appendices provide a list of health science libraries participating in Wisconsin consortia, a map showing the location of these consortia, an 11-item bibliography, and an extensive report on the results of a March 1982 survey of Wisconsin health science libraries covering library personnel, services, materials, facilities, budgets, and interlibrary lending activities. (ESR)

ED 234 816 IR 050 449

Barnhard, Neil
Human Factors in Library Administration. Revised Edition.
Medical Library Association, Chicago, Ill.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)

DESCRIPTIONS- *Communication Skills; *Conflict Resolution; Course Content; *Human Relations; *Leadership Styles; Leadership Training; *Library Administration; Medical Libraries; *Motivation; Motivation Techniques; Professional Continuing Education

Intended for the beginning or inexperienced supervisor, this continuing education course syllabus presents basic information on the development of human relations skills, particularly in the areas of leadership, communication, conflict, and motivation. Role playing situations set in various types of medical libraries are also outlined to provide course participants with an opportunity to practice using the information provided. Topics covered include leadership styles; the situations where it is appropriate to use different leadership styles; effective leadership; the skills of active listening and assertive talking; the identification of basic strategies for dealing with conflict; the theories of motivation developed by Abraham Maslow, Frederick Herzberg, Douglas McGregor, and McClelland/Atkinson; and methods of creating opportunities for motivation. The 51-item bibliography provided lists books, journal articles, and audiovisual materials. (ESR)

ED 234 831 JC 830 427

MiSIS (Michigan Student Information System) Activities Manual.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Aug 79
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; Compliance (Legal); Continuing Education; *Data Collection; Dropout Research; Employer Attitudes; Federal Legislation; *Followup Studies; Graduate Surveys; *Management Information Systems; Questionnaires; Research Utilization; *Statewide Planning; Two Year Colleges; Two Year College Students; Vocational Followup; Withdrawal (Education)
IDENTIFIERS- *Michigan; *Michigan Student Information System

The Michigan Student Information System (MiSIS) is the student flow component of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive state-wide system for evaluating occupational education. The Michigan Student Information System (MiSIS) Activities Manual was designed to help college-level personnel make decisions regarding the usefulness of MiSIS questionnaires for a particular institutional environment. The first four sections of the manual provide introductory information on the objectives, assumptions, and development of MiSIS. Section V offers an overview of MiSIS, a system for the collection of local management information for program and institutional evaluation and improvement. Section VI examines each of the six subsystems of MiSIS: (1) student's educational intent; (2) withdrawal follow-up; (3) nonreturning student follow-up; (4) graduate follow-up; (5) employer follow-up; and (6) continuing education follow-up. For each subsystem, information is provided on the targeted population, the instrumentation, and the rationale for the development of the instrumentation. In addition, copies of the actual instruments are included. Section VII reviews the local uses of MiSIS data and describes the national and state laws that have reporting requirements for which MiSIS data may be used. Finally, section VIII offers information on ordering and/or printing MiSIS questionnaires for local use. (LL)

ED 234 845 JC 830 444

Taylor, Helen L. Sally

Microcomputers in the Early Childhood Classroom.

Edmonds Community Coll., Lynwood, Wash.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Child Development Centers; *Computer Science Education; *Microcomputers; Preschool Curriculum; *Preschool Education

At Edmonds Community College (Washington), the Campus Parent Child Care Center, which provides parent education and day care for children from 2-1/2 to 5 years of age, has extended the children's curriculum to include computer science instruction. First, the children are introduced to basic computer terminology, such as "keyboard," "monitor" and "disk drive." Next, they examine the computer and learn the mechanics of operating the machine and using a particular program. Use of the computer by the children has helped to demystify the technology and has led the center supervisors to conclude that: (1) the computer is a tool for use by the learner and is treated with respect by children; (2) working with computers does not isolate children; (3) children quickly learn to operate the equipment and develop a feeling of mastery; (4) computers do not substitute for teachers, but rather supplement their work; (5) the computer is a tool to enhance or reinforce learning; and (6) the computer helps teach the child to operate within a logical structure. Overall, it was concluded that microcomputers could be introduced as playthings and as a means of adding an extra dimension to a child's learning experience. (HB)

ED 234 878 JC 830 823

Magnesen, Vernon A.

A Review of Findings from Learning and Memory Retention Studies.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 16 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Learning; Adult Students; Educational Research; Learning Theories; Literature Reviews; Postsecondary Education; *Retention (Psychology); Student Characteristics; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- PF Project

Conclusions drawn from learning and memory retention research which are applicable to adult learning are provided in this brief review. Findings indicate that: (1) teaching methods which stimulate the widest variety of senses will generally be the most effective; (2) the greater the degree to which a student participates orally, the greater the amount of retention; and (3) if students do not participate during the first two weeks, they generally will remain silent for the entire semester. Seven characteristics of adult learners which should guide instructional planning are then listed, followed by descriptions of five basic laws of learning which have direct application to the success or failure of instructors. (DC)

ED 234 966 RC 014 356

Toro, Leonor; And Others

What's Happening in October?

Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- Oct 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven
Cooperative Education Center, 1450 Whitney Ave, Hamden, CT
06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Black History; *Blacks; *Cultural
Activities; *Cultural Awareness; Elementary Education; Leaders;
*Learning Activities; Mathematics; *Migrant Education; *United
States History
IDENTIFIERS- Columbus Day; *Halloween; Holidays

This teachers' booklet focuses primarily on eight short lessons about cultural, historical, or annual events related to October. Information is provided on the following: the month of October; Fire Prevention Day; Columbus Day; United Nations Day; the birthdays of Presidents James E. Carter, Dwight D. Eisenhower, and Theodore Roosevelt; and Halloween. The lessons contain several pages of background information and related creative activities and word games. The lesson on Halloween contains a song, a crossword puzzle, a maze, and detailed instructions for making paper sack masks and puppets. The booklet also contains a section about October events important to Black Americans and includes brief biographical sketches of athlete Jack R. Robinson; abolitionist Frederick Douglass; Brigadier General Benjamin C. Davis, Sr. and his son; scientist Benjamin Banneker; Supreme Court Justice Thurgood Marshall; and singer Mahalia Jackson. Four math activities complete the booklet. (SB)

ED 234 980 SE 042 651

Leinhardt, Gaea
Routines in Expert Math Teachers' Thoughts and Actions.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; Lesson Plans; *Mathematics Instruction; *Mathematics Teachers; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This research was designed to elucidate the activity structures and routines of elementary mathematics teachers by describing what they are, analyzing their frequency and duration, analyzing the functions that routines serve for the cognitive processes of teachers, and beginning to model the chains of routines and their fit with planned or spontaneous actions that make up a lesson. Five "expert" teachers and four novice student teachers, along with their classes, comprised the sample. They were observed over a 3-1/2 month period, with note-taking, videotapes and transcribed interviews providing data. For each teacher, transcribed notes and interviews were analyzed and broken down into action records giving duration, action of student, action of teacher, and a name for the action. For two experts and one novice teacher, a more detailed analysis was made of goal structures, routines, and actions. Discussion of the data focuses on activity structures and presentations, with goals and routines given extended discussion. Actions of two "expert" teachers are contrasted with that of one novice teacher. Implications and importance of the research are also discussed. (MNS)

ED 234 637 FL 013 959

Berdan, Robert; And Others
Language among the Cherokee: Patterns of Language Use in Northerastern Oklahoma. Part I: Preliminary Report.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-08-82
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *American Indians; Bilingualism; *Cherokee; Elementary Secondary Education; Language Attitudes; *Language Maintenance; Language of Instruction; *Language Usage
IDENTIFIERS- *Cherokee Nation; Oklahoma

Preliminary findings of a survey of Cherokee language and education and the data collection and analysis methods are reported. The survey was designed to study language use, bilingualism, and education in the Cherokee community. The scope of the survey encompassed Cherokee children between the ages of 5 and 14 who attended public school and lived within the traditional area of the Cherokee Nation. A total of 198 children were randomly selected from eight schools within this area. Major findings are summarized regarding (1) household language use, (2) individual language use and change across generations, (3) children's language proficiency, (4) opinions about languages and bilingualism, (5) bilingual education, (6) language learning and teaching at home, and (7) the impact of television and radio. Information is provided on how the survey was organized, designed, and conducted. The procedures for selecting the respondents and the characteristics of the respondents are described. (RW)

ED 234 653 HE 016 546

Sartain, Harry W.; And Others
Teaching Techniques for the Languages of the Disciplines. An Instructional Manual.
Pittsburgh Univ., Pa.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Instruction; Concept Formation; Higher Education; *Introductory Courses; Learning Problems; Listening Comprehension; *Philosophy; *Physics; *Psychology; Reading Skills; *Receptive Language; Sentence Structure; Syntax; *Teaching Methods; Vocabulary; Writing Skills

An instructional manual for reference use in college and university teaching is presented, based on a 2-year study of the specific difficulties that students have in receptive communication (listening and reading) in introductory courses. Although the investigation focused primarily on the disciplines of psychology, physics, and philosophy, many of the instructional techniques are applicable in other disciplines. Seven types of difficulties in reading and listening were hypothesized for students in introductory courses, and a model for investigating students' problems was followed. Receptive language problems of introductory psychology, physics, and philosophy students included: technical and general vocabulary, explanations of key principles, metaphors, specialized language style factors, and complex sentence structures. For each of the three disciplines, examples of difficulties in these areas are provided. In addition, for each discipline, 20-24 instructional techniques are discussed in terms of purpose, learning principle, time required for use, preparation, and teaching suggestions, and illustrations are included. Suggestions for use in other disciplines, a bibliography, information on receptive language problems in English general writing, and a language difficulty data form are also included. (SW)

ED 234 668 HE 016 563

Moyer, Janis L.
Liberal Learning and Careers Conference Report.
Association of American Colleges, Washington, D.C.
REPORT NO.- ISBN-0-911696-16-4
PUB DATE- 83
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Students; *Career Counseling; Career Planning; *College Programs; Educational Innovation; *Education Work Relationship; Experiential Learning; Higher Education; *Internship Programs; *Liberal Arts; Nontraditional Students; Program Descriptions; *School Business Relationship; Teacher Participation

A report on three regional conferences for educators and business representatives on the ways both groups can best serve the needs of liberal arts students is presented. The basic agendas of the conferences, which were sponsored by the Association of American Colleges, are outlined, and speakers participating in each category are listed. Excerpts of conference presentations by 14 corporate executives and recruiters from public and private organizations are also included. In addition, descriptive summaries of 40 campus-based programs linking liberal education with a career focus are provided. The programs of various colleges are categorized as follows: comprehensive programs with career emphases, new concepts in career guidance, faculty and executive involvement, internships and field studies, nontraditional students, and curricular innovations. An additional focal area of the conferences was hiring the liberal arts graduate. An address list of speakers and panelists is appended. (SW)

ED 234 697 HE 016 622

Hand, Carol A.; And Others
Academic Calendar Systems: A Cross-Institutional Analysis.
Institutional Report No. 83-21.
Georgia State Univ., Atlanta. Office of Institutional Planning.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Discriminant Analysis; Higher Education; *Institutional Characteristics; National Surveys; *Quarter System; *School Location; *School Schedules; *Semester System; *Trimester System

The calendar systems used at 3,387 colleges and universities in 1982 were identified. Comparisons to the systems used in 1978 and 1981 also were made. It was found that the predominant calendar type in use has been and continues to be the semester. From 1978 to 1981, there was a 2 percent increase in the use of the semester system nationwide, with increases in areas of the Mideast, Southeast, the Great Lakes, and the Plains. The types of calendars used in 1982 and the percentage of colleges using each type were as follows: semester (57 percent), quarter system (23 percent), trimester (4 percent), 4-1-4 system (8 percent), and other (8 percent). Institutions with a semester system tended to have liberal arts, teacher preparation, or professional programs, as well as stricter admission requirements. Colleges and universities that were single sex, with larger enrollments, or in large population areas, also tended to have a semester system. Private colleges were more likely to use the trimester, 4-1-4, or other systems. Appendices include a position paper on the early semester system, a list of urban universities, and information on a multiple discriminant analysis of the academic calendar system by selected institutional characteristics. (SW)

ED 234 756 IR 010 822

Siegel, Martin A.; Davis, Dennis M.
The PCP SYS IV Management System: Educational Overview.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-E-27
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; *Design Requirements; Futures (of Society); *Individualized Instruction; Programing Languages; Recordkeeping; Specifications
IDENTIFIERS- Computer Uses in Education; Instructor Logic Programing Language; Interactive Systems; *PLATO

This paper describes the structure and function of the SYS IV PLATO Curriculum Project's (PCP) computer-based management system and justifies the system design. A consideration of features most critical in the design of management systems provides the context for a discussion of specific SYS IV features, which include its ability to deliver any type of lesson in a variety of different management configurations; capacity for contingent branching; division into a fixed and variable part, which makes possible its flexibility and ease of use; and its unique methods for presenting, summarizing, and storing data in varied formats. Design considerations are addressed as a set of tradeoffs: power versus wide applicability, flexibility versus ease of use, and amount versus accessibility of data. The technical means by which features are provided are explained, including the programing language, Instructor Logic (IL), and the SYS IV options of index, topic size, instructional type, assignment, saving data, learning path, instructional intervention, delays, records options, and the implementation scan utility, which groups data for reports, tabulations, and summaries. A conclusion summarizes system advantages and the need for "computer imagination" to actualize the potential for computers in education. (LMM)

ED 234 771 IR 010 846

McCann, Patrick H.
Methods for Improving the User-Computer Interface. Technical Report.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-29
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Automation; Behavioral Science Research; *Computer Programs; *Design Requirements; *Human Factors Engineering; Individual Needs; Literature Reviews; *Man Machine Systems; Models; Training Methods; *Work Environment
IDENTIFIERS- *Shipboard Computers

This summary of methods for improving the user-computer interface is based on a review of the pertinent literature. Requirements of the personal computer user are identified and contrasted with computer designer perspectives towards the user. The user's psychological needs are described, so that the design of the user-computer interface may be designed to accommodate them. Development of the user-computer interface is discussed in terms of the user's physical, perceptual, and conceptual contacts with the system, and the ideals of the system design--transparency and visibility to the user--are described. Twenty-one dialogue principles identified by a review of dialogue design studies are listed. Additional topics include work station design guidelines and some relevant variables that should be considered in the operator's physical environment. Further research is suggested that will explore the characteristics of efficacious menu selection, develop a theory of the operator, determine the best locus of control for dialogue features, provide guidelines for improving system documentation, and improve user work station habitability. Twenty-four references are listed. (Author/LMM)

ED 234 802 IR 050 434

Spanc, Gregory P., Comp.
Microform Collections in New Orleans Academic and Public Libraries: A Union List.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Libraries; *Library Collections; Library Cooperation; *Microforms; Public Libraries; *Union Catalogs
IDENTIFIERS- *Louisiana (New Orleans)

This union list identifies 455 microform collections held by 8 public and academic libraries in New Orleans. It is noted that newspapers, periodicals, Government Printing Office (GPO) depository microfiche, and individual monograph titles were excluded from the list unless they are a part of a publisher's series, archival project, or manuscript collection. The list is in alphabetical order by main entry with many cross references from alternate titles provided. Each entry includes the name and institutional or personal author(s) of the material on microform; the dates and types of information covered by the series; the name of the micropublisher or original source of the series; a designation of the type of microform; the number of reels where applicable; symbols designating the libraries that hold the microform series; and a notation of partial holdings or collections on standing order. A list of libraries included is also provided. (Author/ESR)

ED 234 909 PS 013 850

Blackwell, Jacqueline
Perceptions of Low-Income Mothers Toward School Desegregation.
SPONS. AGENCY- Indiana Univ., Bloomington. School of Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Busing; *Low Income Groups; *Mother Attitudes; Parent Attitudes; Preschool Education; *School Desegregation; Suburban Schools
IDENTIFIERS- Head Start Supplementary Training Program

Using a sample of 100 low-income suburban mothers of Head Start preschoolers, a study was conducted to determine (1) the extent that low-income mothers' perceptions, conceptions, and attitudes differ on desegregation; and (2) the extent that low-income mothers differ, as a result of having or not having children participate in mandatory desegregation, with respect to age, marital status, and ethnic affiliation. A 46-item parent attitude questionnaire, using a 5-point Likert scale, addressed school desegregation, busing, parent/school relations, pupil racial awareness, quality of education, and student achievement. Variables of marital, employment, and educational status were used in determining mothers' attitudes toward desegregation. General results revealed that quality education, smaller class size, better discipline, and ethnic interaction were perceived by parents as being advantages. Distance from home, lack of decision-making involvement, and extracurricular program limitations were seen as being disadvantages. Concern was voiced for money spent, bus discipline, and quality education within city and county school districts. Findings indicated that suburban parents of preschoolers believed in the concept of quality education, did not favor busing, opposed court-ordered desegregation, viewed suburban schools as better equipped to provide quality education, and saw busing as a racial issue. Researchers' recommendations included the development of human relations and inservice programs, expansion of studies and investigations, and increased pupil access to kindergarten. (The questionnaire, total responses to the questionnaire, and demographic data forms are included.) (BJD)

Lovely, Brenda Brooks
Critical Thinking...Never Heard of It.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Black Dialects; *Black Youth; *Classroom Techniques; *Critical Thinking; Elementary Secondary Education; *Gifted; Nonstandard Dialects

The paper considers difficulties facing black gifted children and examines the importance of language variability, classroom management, and learning to think. The nature of Black English is explored with various viewpoints of its origins, and suggestions are made for dealing with the special needs of students who have inadequate mastery of standard English. Research on aspects of classroom management is reviewed, touching on such topics as values clarification and learning centers. The author suggests that the teacher of black gifted children should possess: (1) precise use of the mother language; (2) the ability to use variable English as a positive tool; (3) flexibility; and (4) understanding of the diverse cultural and socio-economic influences affecting such students. The ability to think critically is emphasized, and approaches to encourage critical thinking are briefly mentioned, including getting students to ask thought provoking questions; using newspapers, magazines, and television as learning tools; and encouraging discussion of current events. (CL)

ED 234 585 EC 160 458

Badgley, Lynn Schiffer
Curriculum Handbook--Project D.E.E.P. Developing Exceptional Educational Potential.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Community Resources; Curriculum Guides; Elementary Education; *Gifted; *Language Arts; *Mathematics; Resource Room Programs; *Second Language Instruction
IDENTIFIERS- *Developing Exceptional Educational Potential

The guide presents curriculum objectives of Project DEEP (Developing Exceptional Educational Potential), a resource room approach to the education of gifted elementary pupils. The first part of the handbook provides information on the background and foundation of a gifted curriculum (including such topics as student identification and needed teaching skills, and a brief annotated bibliography). Specific curriculum objectives are then presented for the following topic areas (sample subtopics in parentheses): language arts (creative writing, poetry, researching skills, and vocabulary); mathematics (problem solving, logic, and computers); foreign language; and community resources. Appended are a resource list and a description of an art museum experience. (CL)

ED 234 603 FL 013 856

Shaw, A. M.
Strategies for Oral Interaction and Learning.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cognitive Style; Educational Strategies; *Learning Processes; Listening Skills; *Second Language Instruction; *Speech Communication; Speech Skills; Teaching Methods

Communication strategies are defined and a brief inventory of strategies for learning and oral interaction in a foreign language instruction setting is provided. Learning strategies are viewed as methods for exploiting available information to increase the efficiency of second language learning. The integration of learning strategies into the different elements of a language learning system is examined. Listening strategies may involve formulation of questions and hypotheses, hypothesis testing, inferencing, organizing information, extracting the main information required, active checking, and directly requesting specific information. Speaking strategies may involve use of the monitor, formal reduction, and functional reduction. If teachers and students are to become more aware of these speaking and listening strategies, the strategies will have to become incorporated into both the class objectives and the teaching activities. In a course where the development of communicative strategies is a major objective, it is necessary to evaluate these objectives. Specifically, linguistic, sociolinguistic, and strategic competence should be assessed. It is concluded that while teaching communication strategies will benefit the student, learning strategies need to include a proper respect for the precise understanding of linguistic signals and systems. (RW)

ED 234 621 FL 013 939

Harkness, Frances; Miller, Larry
A Description of the Interaction among Mother, Child and Books in a Bedtime Reading Situation.
PUB DATE- 9 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Language Acquisition; Listening Comprehension; *Oral Reading; *Parent Child Relationship; *Story Reading; Young Children

The manner in which story reading time is enacted by a specific mother and child was investigated. Data were tape recorded story reading sessions between a mother and her three-year-old son over a nine-month period. Forty sessions were recorded from which six were selected for analysis. Analysis centered on how stories were presented to the child, how he reacted to them, and any changes over time in this reaction. Analysis indicated that although the ultimate control of the reading situation rested with the mother, she was very sensitive to the child's need for information. She was willing to negotiate the choice of book or abandon her agenda in favor of the child's. In the first readings, the mother used the readings as the last means of describing events on a page. The mother frequently used the text as a basis for interpreting events to her child. Gradually, she withdrew from this role, and the child began to recognize that the written speech had a meaning of its own. Consequently, the child progressed from labelling characters and events to speculating on the causes of these events and their effects on the characters. It is concluded that development of the child's ability to seek out and understand more complex information is undoubtedly the result in part of the child's increased linguistic competence and gradual maturing. (RW)

ED 234 712 HE 016 638

Posey, Ellen I.
Georgia State University Spending Patterns and the Atlanta Economy, 1983. Institutional Research Report No. 84-2.
Georgia State Univ., Atlanta. Office of Institutional Planning.
PUB DATE- Aug 83
AVAILABLE FROM- Georgia State University, University Plaza, Atlanta, GA 30303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Economic Climate; Employment Opportunities; *Expenditures; Higher Education; Labor Utilization; Purchasing; Questionnaires; School Business Relationship; *School Community Relationship; *School Personnel; *State Universities
IDENTIFIERS- *Economic Impact; Georgia (Atlanta); *Georgia State University

The economic impact of Georgia State University on Atlanta was assessed. The survey methodology of Salley (1976) was employed, and the differential expenditure multiplier was recomputed using local value added data. Attention was directed to: university enrollment, payroll, and spending; estimated student and staff spending; calculation of the local multiplier; calculation of employee equivalent of student spending; and computation of the university's total impact on local income and employment. Findings include the following: the university directly provided 2,044 full-time jobs and 1,630 part-time jobs in 1983; university-related spending generated an additional 3,143 positions in the Atlanta community; the university's local purchases amounted to $14,611,381 in fiscal year 1983; the average student annually spends $14,426 in the local economy; faculty, administrators, and staff members spend locally an average of $16,515; direct spending by the university, staff, and students totaled $124,678,655, a conservative figure, since it omits spending by most part-time students; and since each dollar of direct spending turns over several times in the 15-county Atlanta metropolitan area, the total impact of Georgia State University was calculated at $199,485,848. (Author/SW)

ED 234 727 HE 016 684

Schultz, Thomas; Dominic, Joseph
Laboratory Governance: Issues for the Study Group on Regional Laboratories.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 23 Aug 83
LANGUAGE- English
EDRS Price MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; Agency Role; Eligibility; Federal Aid; *Federal Regulation; *Governance; Governing Boards; *Government Role; Higher Education; *Institutional Administration; Institutional Autonomy; Power Structure; *Regional Laboratories
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Background information and an analysis of issues involved in the governance of new regional educational laboratories are presented. The new laboratories are to be established through a 1984 competition administered by the National Institute of Education (NIE). The analysis is designed to assist the Study Group on Regional Laboratories to advise the NIE Director on the following decisions: eligibility criteria for the laboratory competition, division of authority and responsibility between NIE and the boards of regional laboratories, and NIE policy on the structure and functions of laboratory governing boards. It is noted that the seven regional educational laboratories currently operating are incorporated as nonprofit organizations in the states where they are based. The following two options to current policy are presented: (1) NIE could become more involved in the governance process through more prescriptive policy, more direct work with boards and board members, or more detailed monitoring of governance procedures; or (2) NIE could become less involved in policy on governance and shift resources and attention to other areas. It is suggested that greater attention to the mechanics of needs assessment procedures or an emphasis on evaluating the quality of laboratory services may be a productive NIE role. (SW)

ED 234 894 PS 013 798

Elliot, Scott M.; Scott, Michael D.
A Communication-Based Theory of Instruction.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; Classroom Research; Communication Research; Curriculum Design; *Diffusion (Communication); Elementary Secondary Education; *Innovation; Instruction; Learning; Models; Teacher Role
IDENTIFIERS- *Instructional Models

A comprehensive theory of instruction is needed that (1) acknowledges the centrality of communication to instruction; (2) recognizes that instruction involves changes in student knowledge, affect, and behavior; and (3) reflects a systematic orientation to instruction. The literature in diffusion, particularly in the area of the communication of innovation, provides a logical step toward meeting this need. The innovation-decision process, change agent characteristics, and attributes of the innovation are three elements affecting the successful communication of an innovation. Each of these elements has implications for instruction. The learning process is a function of stages of the innovation-decision process; teachers are change agents. Further, it is reasonable to suggest that five primary attributes of the diffusion process (complexity, compatibility, observability, relative advantage, and "trialability") are likely to be related to student learning. In fact, preliminary results of a study investigating elements of the diffusion process in an instructional context suggest that the classroom teacher should develop curricula that have specific attributes; curricula should be relatively easy for the student to experiment with, appear to offer an advantage over the student's current knowledge and behavior, have a clearly visible impact on the student, and be relatively easy to understand. (Suggestions are offered for using the communication model in instructional research and applied contexts.) (RH)

ED 234 951 RC 014 338

Ackerman, Alan; Simkovic, Jeff
Special Migrant Initiative. 1982 Survey to Compare the Health Status of Migrants with Local Residents. Final Report.
Sunrise Community Health Center, Inc., Greeley, CO.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Dental Evaluation; Diabetes; Economically Disadvantaged; Family Planning; *Health Education; *Health Needs; Hispanic Americans; Hypertension; Infants; Migrant Children; *Migrant Health Services; *Migrant Problems; Migrant Welfare Services; Nutrition Instruction; Place of Residence
IDENTIFIERS- Colorado; Health and Nutrition Examination Survey; Health Attitudes

A northern Colorado survey investigated whether migrants have better or worse health than the local poor population. An availability sample of migrants (202 adults, 101 children) was obtained by contacting migrants who had used Sunrise Community Health Center (Greeley, Colorado) within 24 months and by asking them to indicate other migrant families possibly interested in the free health screenings. The availability sample of local residents (66 adults, 64 children) was obtained by randomly selecting Center patients from the previous quarter and by randomly selecting households in low-income neighborhoods with high Hispanic populations. Survey questions were adapted from Health and Nutrition Examination Surveys. Findings for adults indicated need for increased screening among migrants (specifically for anemia in women, hearing and dental problems, diabetes, and hypertension), population. An availability sample of and for dental education

programs, routine eye examinations, and hypertension education/control programs. Findings for migrant children included need for nutrition education concerning proper weaning techniques; routine lead screening (particularly for anemic children); and greater outreach for dental care. Overall conclusions were that migrant adults' health was as bad as or worse than the health of local residents, and, where health levels were the same, migrants perceived themselves as healthier than the local group, presumably because migrants are less highly educated about health conditions appropriate for good health. (MH)

ED 234 683 HE 016 604

Bare, Alan C.
Profiling the Needs of University Commuter Students: New Instruments, Methods, and Findings.
PUB DATE- 24 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Ancillary School Services; Black Students; *College Environment; Commuter Colleges; *Commuting Students; Females; Higher Education; Institutional Characteristics; Institutional Research; Males; Nontraditional Students; *Research Methodology; Student Attitudes; Student Characteristics; Student College Relationship; *Student Needs; Student Transportation

Student satisfaction with the environments of five commuter colleges was studied at an eastern university. A reliable instrument was developed to profile 2,392 students' perceptions of 30 aspects of the college environment. To determine how student characteristics relate to their evaluations of the college environment, eight regression analyses were performed. Results indicated negative student perceptions of child-care facilities, parking, food, public transportation, a student center, and student activities. Regressing 15 student characteristics upon the environmental index scores showed the following: all students evaluated "pure" academic programs more highly than "applied" programs; nontraditional learners rated faculty and advising more highly than did traditional learners; blacks perceived academic support programs more positively than did non-blacks; and women saw the college culture more negatively than did men. For each of 124 questions, the correlation of the question with the scale score is presented, and results of the eight regression analyses are provided. It is concluded that the study provides a new instrument, a methodology, and empirical findings that promote understanding of the problem of matching college programs to commuter student needs. (Author/SW)

Edwards, Judith B.; And Others
Computer Applications in Instruction: A Teacher's Guide to Selection and Use.
Northwest Regional Educational Lab., Portland, Oreg.; State Univ. of New York, Albany. Research Foundation.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89466-280-5
PUB DATE- 78
CONTRACT- PES-7309325
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Elementary Secondary Education; Evaluation Criteria; Input Output Devices; *Media Selection; *Programed Instructional Materials; Programing; *Programing Languages
IDENTIFIERS- *Computer Uses in Education

Intended for upper elementary and secondary teachers in all subject areas, this guide provides practical advice on determining the appropriate application of computer technology and on the selection of specific, subject-related computer-based instruction units. Under the heading of hardware and software, topics discussed include communicating with a computer, computer size, getting and using user's programs, translators and programming languages, and the elements of a program. The computer is analyzed in terms of its uses as instructor, laboratory, calculator, object of instruction, and instructor's aide. The selection of computer-based instructional units is described from the beginning of the selection process through final decision making. Individual papers then focus on uses of the computer in the following specific areas: art education, business education, instruction for the deaf and hard of hearing, elementary school, language arts, mathematics curriculum and instruction, music education, physical education, secondary science, natural science, and the social sciences. "Keys to Recognizing General Purpose Languages," and some primary sources of computer-based instructional units, are appended. (LMM)

ED 234 787 IR 050 416

User Instructions for Online Catalogs in ARL Libraries. Kit 93.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 83
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, SPEC Center, 1527 New Hampshire Avenue NW, Washington, DC 20036 (members $7.50 per copy; non-members $15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Academic Libraries; Higher Education; *Instructional Materials; *Library Catalogs; *Library Instruction; *Online Systems; *Research Libraries; Union Catalogs
IDENTIFIERS- Library Users; OCLC; *Online Catalogs; User Needs

This collection of library documents which provide instructions for users of online public access catalogs in member libraries of the Association of Research Libraries (ARL) contains: (1) a set of enhanced instructions for library users of Geac, a commercial online circulation system at the University of Arizona; (2) sets of materials of individual library automated systems, including the Library Control System (LCS) at Ohio State University, the Library User Information Service (LUIS) at Northwestern University, and ORION at the University of California/Los Angeles; (3) an example of instructional materials for public access to OCLC at the University of Texas/Austin; and (4) a set of instructions for public access to MELVYL, the online union catalog at the University of California/Berkeley. A concise summary of issues and trends covers the role of library staff in user instruction, underlying instructional philosophies, the format and cost of user instructions, and the relationship between online catalog instruction and bibliographic instruction programs. A 19-item bibliography on online catalogs and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 234 803 IR 050 435

Payne, Philip, Ed.
The Part-Time Student in the Library.
City of London Polytechnic (England). Library and Learning Resources Service.
REPORT NO.- ISBN-0-904264-71-8
PUB DATE- Apr 83
AVAILABLE FROM- LLRS Publications, City of London Polytechnic, Calcutta House, Old Castle Street, London, England E1 7NT (10 British pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Libraries; *Adult Education; Evening Students; Extension Education; Foreign Countries; *Information Needs; *Library Extension; Library Research; *Library Services; Open Universities; *Part Time Students; Postsecondary Education; Public Libraries
IDENTIFIERS- Australia; *United Kingdom

The 23 papers presented at this conference deal with the information needs of institutionally-based part-time students in United Kingdom universities, polytechnics, and further education colleges, and with library and information services for the adult learner. Keith Percy and John Simpson provide overviews on the number and types of part-time students and the library services provided for them. Seven papers report on library research and experimental projects concerned with part-time students at the University of Southampton (Elizabeth Corney), Ulster Polytechnic (Trevor Lyttle), Coventry (Lanchester) Polytechnic (Barry West), City of London Polytechnic (Philip Payne), Farnborough College of Technology (Peter Sweetman), an East Midlands adult education center (Stephen Drodge), and Kent County Library (David Harrison). Four papers describe current library services, problems, and proposals for expanded services at City of London Polytechnic (Rosemary Moon), Glasgow College of Technology (Paul Blount), Chelsea College of the University of London (Anthony Quinsee), and Polytechnic of North London (Edward Dudley). Ten papers discuss library services for "flexistudy" students (Marie Adams), library services at the Open College (Peter Maltby), needs of part-time students in Australia (Piers M. O. Stonham), problems of and requirements for providing off-campus library services (Raymond Fisher), possibilities of using Prestel to reach part-time students (Clive Cochrane), a model for providing educational information to adult learners (Linda Butler), needs of self-directed learners (Sheila M. Dale), lending of college-produced audio cassettes to part-time students (Carolyn Kennett), library needs of part-time students engaged in research in the humanities (Nancy Hyde), and lending of microfiche readers and basic reference materials on microfiche to part-time students (John Horrocks). Conclusions with recommendations for action and a list of conference participants are also provided. (ESR)

ED 234 817 IR 050 450

Franco, Elaine A., Ed.
Improving the Use of Libraries. Proceedings from the Spring Meeting of the Nebraska Library Association, College and University Section (Peru, Nebraska, April 14-15, 1983).
Nebraska Library Association, Lincoln.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Electronic Equipment; Foreign Countries; *Information Networks; Instructional Materials; Library Administration; *Library Instruction; *Library Services; Library Skills; Library Surveys; Nonprint Media; Periodicals; Questionnaires; Telecommunications; *User Satisfaction (Information)
IDENTIFIERS- *Book Mutilation; France; *Library Access Services; Library Users

The eight papers presented in this collection are (1) "Bibliographic Instruction: The Librarian's Responsibility," in which Carol A. Singer discusses the place of librarians versus teaching faculty in library instruction; (2) "Bibliographic Instruction for Undergraduate Students: Development of a One Credit Course" (at Kearney State College, Nebraska) by Valerie I. Krzywkowski; (3) "The Packet versus the Workbook: Which to Use When" (in bibliographic instruction), by Scott D. Stebelman; (4) "The Coming of the Paperless Society: Fact or Fiction?" a review by Anita I. Cook of electronic communications systems and media; (5) "The French Drive for Information Ascendancy: La Telematique," in which Michael I. Stevenson describes the development of the French telecommunications system into a nationwide information network; (6) "The Causes, Measurement, and Prevention of Journal Mutilation in an Academic Library," in which Carroll Varner discusses types of mutilators, a proposed mutilation measurement system, and the use of microforms for journal preservation; (7) Joyce Thierer's "Ever Hear of Access Services?" a new library divisional concept covering circulation, reserves, interlibrary loan, stack maintenance, and other areas concerned with patron access to materials and information; and (8) "Obtaining User Input into Library Policy Decision-Making," in which Carolyn G. Weaver describes a library user survey conducted at the University of Nebraska Medical Center. (ESR)

ED 234 846 JC 830 445

Freitas, Joseph M.
Student Attendance Accounting Manual.
California Community Colleges, Sacramento. Board of Governors.
PUB DATE- Jul 83
AVAILABLE FROM- Department of General Services, Publication Section, P.O. Box 1015, North Highlands, CA 95660. ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Accountability; Apprenticeships; Attendance Records; Average Daily Attendance; *College Attendance; *Community Colleges; Educational Legislation; *Residence Requirements; School Schedules; *State Legislation; Two Year Colleges
IDENTIFIERS- *California

In response to state legislation authorizing procedures for changes in academic calendars and measurement of student workload in California community colleges, this manual from the Chancellor's Office provides guidelines for student attendance accounting. Chapter 1 explains general items such as the academic calendar, admissions policies, student classification by enrollment status, and conditions affecting apportionment. Residency regulations and requirements are discussed in chapter 2, which begins with definitions related to residency and then explains legal requirements, exceptions, continuous attendance provisions, and procedures pertaining to students under jurisdiction of a California juvenile court. Guidelines for average daily attendance accounting cover reporting periods, attendance, classification for reporting hours of attendance, and computation of average daily attendance. Chapter 4 explains procedures for audit accountability, covering general considerations, the audit resolution process, required documentation tabulation, record retention, microfilm copies, and destruction of fiscal records. Finally, chapter 5 presents accounting procedures for apprenticeship courses. Addenda contain materials related to residence determination and courses eligible for state support. (LL)

ED 234 861 JC 830 462

Harris, Major L.; Rohfeld, Rae W.
SAT/ACT Preparation Program: A Team Approach. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Cooperative Programs; High Schools; *High School Students; *Minority Groups; Program Descriptions; Program Development; *Standardized Tests; *Test Coaching; Test Wiseness; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH; *Links Inc

A joint program between Cuyahoga Community College and Links, Inc., a national organization of black women dedicated to civic, cultural, and educational activities, was implemented to help improve the test-taking skills of inner-city high school students and to help them build the skills needed to succeed in postsecondary education. A pilot school for the program was identified with the help of Cleveland Public School System Staff. Program responsibilities were shared by the two sponsors, and partial funding was obtained from a local foundation. The instructional approach involved faculty instruction, individual student study, and parent support to aid students in formulating study plans and in mastering the concepts used in standardized tests. The project had four phases: (1) program development, which included the identification of instructional objectives, the description of a model program, and preparation of materials; (2) program implementation, which included orientation and test preparation sessions in which 37 students participated; (3) program evaluation through a student attitude survey and a comparison of students' practice test scores and their official test scores; and (4) program dissemination, which was intended to culminate in the development of a model program. Although significant improvement in test scores could not be demonstrated, one result of the course was that instructors could analyze students' weaknesses in basic skills and help the students develop a plan for improvement. Appendices include curriculum outlines and student evaluations of the program. (HB)

Glassner, Benjamin
Hemispheric Integration in Writing Processes.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cerebral Dominance; Elementary Secondary Education; Higher Education; *Holistic Approach; Opinion Papers; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Brain Functions; Brain Research; PF Project

Good writing involves a series of mental processes which go far beyond what is included in traditional writing instruction. Students are often evaluated on single writing samples written in short periods of time whereas good writing involves many revisions and much more time. Traditional instruction has emphasized the analytic processes of the left hemisphere of the brain. Recent research suggests that there is an interplay between the holistic right hemisphere and the analytic left hemisphere in the composing process. "Extensive composing," the reporting of what is already formulated, is chiefly a left hemisphere activity. "Reflexive composing," the construction of meaning from feeling, is a right hemisphere activity. If students are to use language as a tool for discovery and learning, they must be given the time and opportunity to experience that the search for something to say is as critical as the ability to say it. (DC)

ED 234 924 PS 013 874

Dyson, William A.

The Familial Road to Healthy Societies: New and Converging Modes of Re-Development.

Vanier Inst. of the Family, Ottawa (Ontario).

PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Development; *Developed Nations; *Developing Nations; *Economic Factors; *Family (Sociological Unit); Family Role; Foreign Countries; Futures (of Society); Global Approach; *Health Services; *Social Problems
IDENTIFIERS- Canada

This discussion focuses on problems facing developing and developed nations and describes social changes required to meet human needs in the economic condition of scarcity facing industrializing and postindustrial societies. Current problems of developed societies are emphasized. For example, traditional health care provision in western societies is discussed as the outcome of a way of life that leads to concentration on illness rather than health. Generally, western health institutions are viewed as symptomatic of a culture in which reality (including the human being) is perceived as machine-like. Numerous social and psychological problems associated with such a view are pointed out. Current problems of eastern countries are discussed in relation to inadequacies of the western model of development. It is asserted that alternate modes of development are needed. Especially recommended for western societies is a greater emphasis on the role of families and communities in plans for a new mode of development; eastern societies are encouraged to strengthen existing basic social relationships among members. Two aspects of work done at the Vanier Institute of the Family are discussed: the first aspect concerns the informal economy, while the second involves capacities and activities found in the familial household and the community, especially among women. In concluding sections, strategies for increasing the salience of the informal economy are explored and the contributions of women to development are pointed out. (RH)

ED 234 938 RC 014 286

Nelson, Stephen R.

A Study of Culturally-Appropriate Instructional Resources in Native American Education: A Depiction of the Regional Needs and Resources in the Pacific Northwest.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 400-80-0105P7
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indian Culture; *American Indian Education; American Indians; Bibliographies; Cultural Education; Demonstration Programs; Educational Needs; Educational Objectives; *Educational Resources; Educational Strategies; Elementary Secondary Education; *Information Sources; *Instructional Materials; Preservice Teacher Education; Program Design; *Regional Programs; Resource Materials; Teaching Methods; Tribes
IDENTIFIERS- Blackfeet (Tribe); Coeur D Alene (Tribe); Nez Perce (Tribe); *Relevance (Cultural); *United States (Northwest)

A study of culturally-appropriate instructional practices and resources in Native American education, jointly produced by the Northwest Regional Educational Laboratory and the Indian tribes of Oregon, Washington, Idaho and Montana, focuses on the Pacific Northwest. Program design and objectives (increasing student interest/skills in language arts/communication; reinforcing positive self-image and pride in being Indian; and providing students and teachers with greater understanding of Indian culture) are discussed and practitioner perceptions of needs in culturally-appropriate instruction are noted (networking, information clearinghouses, materials on contemporary Indian culture, locally-oriented curricula, listing of resource persons, elementary-level materials on Northwest Coast tribes, and teacher training in use of culturally-appropriate materials). Nine model practices (elementary math, a tribal school, dropout prevention, elementary/secondary math and reading, a tribal culture camp, an enrichment program, a specialization program on the fishing industry, and an Indian studies curriculum) are described and names of contact persons provided. Strategies used in compiling a bibliography of culturally-appropriate materials are listed, as well as nine teacher preparation programs. Recommendations include suggestions that curricula must be suited to Indian students' culturally-related academic needs. Appendices contain a descriptive profile of culturally-appropriate instructional materials and 227 sources of materials. (MH)

ED 234 967 RC 014 358

Gladhart, Peter Michael; Britten, Patricia
The Impact of Rapid Population Growth on Housing, Public Service Needs and Citizen Priorities in a Rural Community. Research Report 366.
Michigan State Univ., East Lansing. Agricultural Experiment Station.
PUB DATE- Oct 78
AVAILABLE FROM- Michigan State University, Bulletin Office, P. O. Box 231 East Lansing, MI 48824 ($.55 each).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Community Attitudes; *Community Change; *Community Characteristics; Community Services; Community Study; Environmental Education; Expenditures; *Housing; Individual Characteristics; Migration Patterns; *Needs Assessment; Older Adults; *Population Growth; Residential Patterns; *Rural Areas; Rural Environment; Urban to Rural Migration
IDENTIFIERS- *Impact; Michigan (Clare County); Second Homes

A rural township in one of the fastest growing counties in northern Michigan was selected as a prototype for changes in small rural communities experiencing rapid population growth due to inmigration. In 1973, 180 permanent residents and 58 seasonal homeowners in Hayes Township completed questionnaires covering household composition; family income/employment; patterns of seasonal residence; housing (type, age, size, financing expenditures); home improvement investments; housing conditions of seasonal homes; residential mobility of permanent residents; satisfaction with housing, neighborhood, and community; community contact/participation; and impacts of immigration on attitudes and values of residents. Only 10.5% of permanent residents surveyed were born in the county; they were younger than the rest of the sample, and had more formal education, higher incomes, and a more rural background than the immigrants. Half of the household heads surveyed were of retirement age, requiring a different mix of community services; they found it harder to pay taxes to support needed services. Two-thirds of permanent residents had made major improvements in their homes since purchasing them, much of this by converting seasonal homes to permanent homes. Attitudes and policy preferences of natives, immigrants, and seasonal residents did not suggest that immigration drastically changed the community's value and attitude mix. (MH).

Roy, Rustum; Knox, Bruce E.

Educational Modules for Materials Science and Engineering. Final Report, December 1, 1977-November 30, 1983.

Pennsylvania State Univ., University Park. Materials Research Lab.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-83003
PUB DATE- 83
GRANT- SED-81-15089; SED-7714149
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Ceramics; College Science; Curriculum Development; *Engineering; *Engineering Education; Higher Education; *Information Dissemination; *Instructional Materials; *Learning Modules; *Material Development; Metals; Program Evaluation; Scholarly Journals; Science Education
IDENTIFIERS- *Materials Science; National Science Foundation

The major goal of the Educational Modules for Materials Science and Engineering (EMMSE) project is to experiment with a means for developing, indexing, and disseminating instructional materials in materials science and engineering. This document is the updated final report of the project. Key accomplishments discussed (presented in order of completion) include: (1) socialization--gaining of acceptance and involvement of the national/international communities; (2) a "revolutionary" model for dissemination of materials by on-site, on-demand printing from a new hybrid journal-textbook; (3) utilization of a state-of-the-art review system writing/presentations/evaluation workshops to produce clusters of modules in selected areas; (4) the beginning of adaptation of digitized production, storage, and dissemination of modules and appropriate data bases; and (5) analysis of curriculum and course content, user needs, and internal/external linkages of content. Supporting documentation, provided in appendices, includes EMMSE tasks for the third phase of the project; cumulative index to volumes I and II of the Journal of Educational Modules for Materials Science and Engineering, arranged by topic and materials class; guide for locating teaching aids in all media; priority topic list (with author guidelines); and other information. (JN)

Johnson, Alex B.; And Others

School Psychologists' Use of Techniques for Nondiscriminatory Assessment.

SPONS. AGENCY- Winston-Salem State Univ., N.C.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Minority Groups; *Nondiscriminatory Education; *School Psychologists; *Student Evaluation; Test Bias

The study investigated how often and to what extent during a multifactored assessment 71 school psychologists used techniques for nondiscriminatory assessment and determined the level of their participation in developing educational programs for handicapped minority students. Results of the School Psychologists Use of Nondiscriminatory (SPUN) Assessment indicated that the Ss seldom used techniques described in the SPUN or other less publicized procedures. Ss revealed, however, that they did participate in certain aspects of educational programing. Based on these results, it was recommended that preservice and inservice training programs consider including competency areas which emphasize the use and development of techniques for nondiscriminatory assessment and participation in the development of educational programs which enhance cultural diversity. (Author/CL)

ED 234 586 EC 160 459

Borne, Cynthia
The Opportunities Available for the Elementary Level Visually Gifted Art Student in the State of Indiana.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Art Education; *Art Teachers; Curriculum; Elementary Education; *Gifted; *Program Evaluation; *Talent; Talent Identification; Teacher Attitudes; *Visual Arts
IDENTIFIERS- Indiana

A descriptive study surveyed the visual arts opportunities for gifted and talented elementary students in Indiana. Surveys completed by 109 art teachers revealed demographic information as well as data on teacher certification and education. Among results were that 65% had written curricula for their regular art class, and 5% had written curricula for gifted classes; 39% offered additional opportunities for the visually gifted art students; lack of programs were attributed to scheduling, time, and funding problems; nomination was the most frequently used identification method; and 65% reported they did not feel it was elitist to select visually gifted art students over average students. Seven conclusions were drawn, including the finding that school size and location had no significant bearing on program availability, and that the criticism of Indiana's gifted art programs as a "wasteland" was unfounded. Among appendixes are detailed comments by respondents to individual survey items. (CL)

ED 234 638 FL 013 960

Berdan, Robert; And Others

Language among the Cherokee: Patterns of Language Use in Northeastern Oklahoma. Part II: Questionnaire and Codebook.

National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-08-82
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *American Indians; Bilingualism; *Cherokee; Elementary Secondary Education; Language Attitudes; *Language Maintenance; Language of Instruction; Language Usage; Questionnaires
IDENTIFIERS- *Cherokee Nation; Oklahoma

The survey questionnaire and a description of the coding system used for analyzing the data collected in a survey of Cherokee language and education are presented. The survey was designed to study language use, bilingualism, and education in the Cherokee community. The survey encompassed 198 Cherokee children between the ages of 5 and 14 who attended public school. Findings are reported in a separate volume. The coding system was developed to categorize and assign numerical designations to the responses to the survey questions as a prerequisite to data analysis. The codebook is intended to provide all the information needed to aid the user in working with the data from the Cherokee language survey. (RW)

ED 234 654 HE 016 549

Controls Over Foreign Students in U.S. Postsecondary Institutions Are Still Ineffective; Proposed Legislation and Regulations May Correct Problems. Report to the Chairman, Senate Committee on Labor and Human Resources.

Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO-HRD-83-27
PUB DATE- 10 Mar 83
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Accountability; *Compliance (Legal); Crime; Enrollment Trends; Federal Aid; Federal Government; Federal Legislation; *Federal Regulation; Foreign Countries; *Foreign Students; *Government School Relationship; Postsecondary Education; State Colleges; Student Financial Aid; *Student Recruitment
IDENTIFIERS- *Immigration and Naturalization Service

The recruitment of foreign college students and the controls over foreign students in the United States were reviewed. The General Accounting Office interviewed officials and studied the files of the Department of Education (ED), the Department of State, and the Immigration and Naturalization Service (INS). In addition, information was obtained from 13 higher education institutions with large concentrations of foreign students. Attention was directed to: foreign student enrollments and their home country, monitoring and control by INS, recruitment of foreign students and whether admission standards were being lowered, the percentage of foreign students attending state-supported schools, and the cost of foreign students to the federal government. It was found that in 1980-1981 about 300,000 foreign students were enrolled in about 2,700 U.S. colleges. Recent criminal investigations have disclosed illegal practices in connection with the recruitment of foreign students and foreign students fraudulently receiving federal financial aid. Actions have been taken or have been proposed that address previously reported questions about the ability of the INS to adequately monitor foreign students and the institutions they attend. Additional findings and statistical data on foreign students are included. (SW)

ED 234 669 HE 016 566

Pollard, Merriette
Retention of Minority Students: A Model Program Utilizing Creative Untapped Resources.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Persistence; Change Strategies; *College Students; Dropout Prevention; Helping Relationship; Higher Education; *Minority Groups; Needs Assessment; *Program Development; Program Evaluation; Questionnaires; *School Holding Power; *Social Support Groups; Student College Relationship; Student Needs

The design and features of a model minority retention program are discussed. Components of successful retention programs include: commitment to attract and retain minority students, ongoing sessions to sensitize the campus community to minority students, academic involvement, tenured minority faculty and staff, support services, and minority student organizations and cultural events. Steps in the design of a minority retention program are as follows: assessing students' needs and the university system; analyzing the data and using the system analysis information to establish a minority advisory committee; communicating survey results to all levels of the college community; developing recommendations for retention in coordination with the minority advisory committee; developing action plans; monitoring the implementation of the action plans; and program evaluation. It is suggested that action plans include the following: the name of implementors, a goal statement, time line, and measurable objectives. Six creative and inexpensive programs to promote retention are described that involve nontraditional counseling of minority students, a roommate program, a community support program, minority church support, Spanish-speaking support group, and staff/student activities. Appendices include a minority retention questionnaire. (SW)

ED 234 698 HE 016 623

Texas Equal Educational Opportunity Plan for Higher Education. Submitted by Governor Mark White for the State of Texas, June 15, 1981, As Amended through May 16, 1983.

Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 14 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Persistence; Access to Education; Black Students; Black Teachers; College Role; College Students; Community Colleges; Degrees (Academic); *Educational Opportunities; *Enrollment Trends; Equal Education; Governance; Hispanic Americans; *Master Plans; Medical Schools; *Minority Groups; *Postsecondary Education; State Action; *State Colleges; Student Recruitment; Technical Institutes
IDENTIFIERS- *Texas System of Higher Education

The Texas plan to assure equality of educational opportunity, which was approved by the U.S. Department of Education Offices for Civil Rights, is presented. Policy statements and descriptions of the existing and expanded activities of higher education systems are included. Progress in increasing the participation of Blacks and Hispanics in the system is reported in terms of enrollments, degrees conferred, employment, and governance and coordination. Information is presented on the mission, role and scope, geographic service area, and projected size of the student body during the plan of each of the four institutions of the Texas public higher education system: Texas State Technical Institute, community junior colleges, senior academic institutions, and health science centers and medical schools. Attention is also directed to steps to strengthen the role of Texas Southern University and Prairie View A&M University, along with elimination of educational duplication. Additional areas of concern include: recruitment, enrollment, and graduation of Blacks and Hispanics at the undergraduate, graduate, and first-professional levels; and increasing the numbers and proportions of Blacks and Hispanics in faculty, staff, and administrative positions at colleges and on systemwide and institutional governing boards. Appendices include information for the higher education sectors and for specific campuses. (SW)

Bryan, John T.; Felty, J. Michael
The PCP SYS IV Management System: Technical Overview.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-E-28
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; Curriculum Design; *Design Requirements; Instructional Systems; Program Descriptions; *Programing Languages
IDENTIFIERS- Instructor Logic Programing Language; Interactive Systems; *PLATO IV

This paper is the second in a three-part series on SYS IV, an instructional management system developed by the PLATO Curriculum Project (PCP) that incorporates some of the features of the previous SYS systems. Focus is primarily on the new features that make the system unique. Following a brief background section explaining the purpose of SYS IV, primarily technical issues are addressed. Specific features described are the SYS IV files and files structures, which include the system catalog file, the subfiles files, and system files list. The programing language Instructor Logic (IL), whose specific purpose is to provide a curriculum designer with flexibility in curriculum structure, is explained, and all IL commands are listed with a brief description of their use and purpose. Additional functions described are the router, group editor, catalog editor, implementation scan utility, and the testing package. Final comments address the future of SYS IV. An appendix provides a sample of an IL program from the PCP Reading Comprehension material. (LMM)

ED 234 772 IR 010 847

Holznagel, Donald C., Ed.
MicroSIFT Courseware Evaluations (88-168).
Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0005
AVAILABLE FROM- Northwest Regional Educational Laboratory, 300 SW Sixth Ave., Portland, OR 97204.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Course Evaluation; Evaluation Criteria; *Microcomputers
IDENTIFIERS- Courseware Evaluation; *MicroSIFT; *Resources in Computer Education; Software Evaluation; *Software Reviews

This document consists of 81 microcomputer software package evaluations prepared for the MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Educational Laboratory (NWREL) and distributed during 1983 as "sets" 6, 7, and 8. The concise, single-sheet resume describing and evaluating each software package results from an evaluation process that uses a network of established educational institutions and consortia (SIFTnet). Each review lists source, cost, ability level, subject, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, documentation available, instructional objectives (stated), instructional prerequisites (inferred), content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. An evaluation summary rates packages on 21 criteria). The titles of the software packages evaluated are as follows: Juggles' Rainbow; Lessons in Algebra; Math Skills--Elementary; Our Weird and Wacky World/Critical Reading Program: Reading with Critical Understanding; Rocky's Boots; Checkers; Chess; Clock; Computer Graphing Experiments; Computer Math Games; Create Vocabulary; Discover BASIC; Expanded Notation; Math Facts/Number and Math Mastery A, B, C, and D; Multiple Skills; Number Words--Level 1; Number Words--Level 2; Odin; Our Weird and Wacky World/Literal Comprehension Program: Reading with Understanding; Phonet; Prescriptive Math Drill; Sims; The Atom; The Programmable Cube; Three Mile Island; Vowels; Who, What, Where, When; Computer Math Activities, Volume 3; Mixed Number; Dragon Mix; Computer Math Activities, Volume 1; Computer Math Activities, Volume 2; Wordwright; Elementary Math; Math Skills--Junior High; Chemistry--Acids and Bases; Bumble Plot; Word Games; Division 1; Precision Timer; Arith-Magic; Geography; Reading Roundup; Earl's Word Power; Reading Flight; The Market Place; Computer Math Activities, Volume 4; The Decision Shop; Krell's College Board SAT; CARIS; Reading Rally; Moptown; Bumble Games; Alpine Skier; Tennis Anyone?; Decimal Skills; Elementary, Volume 6--Social Studies; Mathematics Assessment/Prescriptive Program, Levels 5-7; President

Elect; Career Directions; Cloze Plus (Context Analysis); The Westing Game; Read and Solve Math Problems; Word Memory Program; Rhymes and Riddles; Vocabulary Skills: Prefixes, Suffixes and Root Words; Vocabulary Skills: Context Clues; Discriptive Reading; Bridge to Terabithia; Teasers by Tobbs; Call of the Wild; Facemaker; Map Reading; Floppy Teaches How to Print Letters and Numerals; Riddle Me This; English, Volume 1; Story Machine; Social Studies, Volume 2; Master Type; Word Master; Cartels and Cutthroats. (LMM)

MiSIS (Michigan Student Information System) Procedures Manual.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Aug 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Continuing Education; Data Analysis; *Data Collection; Dropout Research; Dropouts; Employer Attitudes; Followup Studies; Graduate Surveys; Institutional Research; *Management Information Systems; *Program Evaluation; Questionnaires; *Research Design; *Statewide Planning; Two Year Colleges; Two Year College Students; Vocational Followup; Withdrawal (Education)
IDENTIFIERS- *Michigan; *Michigan Student Information System

The Michigan Student Information System (MiSIS) is the student flow component of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive state-wide system for evaluating occupational education. This manual provides comprehensive guidelines for collecting local management information for program and institutional evaluation and improvement using the Michigan Student Information System (MiSIS). The first four sections provide introductory material outlining the objectives, assumptions, and development of MiSIS. Section V examines each of the MiSIS's six subsystems: (1) student's educational intent; (2) withdrawal follow-up; (3) nonreturning student follow-up; (4) graduate follow-up; (5) employer follow-up; and (6) continuing education follow-up. Each subsystem is described in terms of the target population, instrumentation, data collection rationale and procedures, preparation of the data for processing, data processing options, report format and documentation, evaluation of the survey, documentation of the uses of the data, and survey evaluation instruments. Section VI details the relationship between MiSIS and the Vocational Education Data System (VEDS), describing the MiSIS instruments that can be used to comply with VEDS reporting requirements. Section VII underscores the need for a central coordination effort to plan and emphasize certain system activities. Finally, section VIII outlines procedures for releasing and transmitting local data for central processing. Survey questions and MiSIS forms are provided within the appropriate sections. (LL)

ED 234 910 PS 013 852

Child Kidnaping. Oversight Hearing Inquiry into the Priorities and Practices of the FBI in Child Kidnaping Cases before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First Session (February 2, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- SH-98-122
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Children; *Government Role; Hearings; *Investigations; *Police Action; *Police Community Relationship
IDENTIFIERS- Congress 98th; *Federal Bureau of Investigation; *Kidnapping; Missing Childrens Act

In questioning priorities of the Subcommittee on Juvenile Justice of the Senate Judiciary Committee, hearings on child kidnaping have established that three elements of a case must exist before agents of the Federal Bureau of Investigation will begin investigations. Federal Kidnaping Statute, Title 18, United States Code, Section 1201 establishes that, in order for investigation to proceed, a person must be (1) unlawfully seized, confined, inveigled, decoyed, kidnaped, abducted, or carried away without his or her consent; (2) held for ransom or reward; and (3) transported in interstate or foreign commerce. The statute also provides that the interstate or foreign transportation element may be presumed if the person has not been released within 24 hours; it excludes cases in which a parent seizes or kidnaps a minor child. It is the FBI's responsibility to evaluate each kidnaping report to determine eligibility for investigation. If preliminary inquiry fails to develop sufficient facts, no investigation is undertaken. As an agency without general police powers, the FBI has limited jurisdiction. Parents of missing children testified as to their dissatisfaction with the agency's investigations. It is urged that the FBI become more actively involved in the investigation of the disappearances of young children. Only 10 to 14 percent of missing children are entered into the National Crime Information Center's Missing Persons File. Some other concerns to be addressed include lack of public awareness, the need for programs aimed at preventing child kidnaping, and unwillingness of local law enforcement agencies to use the missing persons file. (BJD)

ED 234 604 FL 013 857

Barker, Ann
Picked-Pict: A Multi-Purpose Echo Riddle.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingualism; Comprehension; *Educational Games; English (Second Language); Learning Activities; *Second Language Instruction; Spanish
IDENTIFIERS- Riddles

Riddles designed to measure Spanish-English bilingualism are presented. The riddles are given in three forms: (1) the background material in English with the answer required in Spanish, (2) the background material and answers in English, and (3) only answers given, either in English or Spanish. The riddles are useful as classroom language exercises, and provide opportunities for practicing both oral and reading comprehension. When the answer-only format is used, they function as stimuli for conversation or writing. 9 sample riddles are presented. (RW)

ED 234 622 FL 013 941

Elkhatib, Ahmed Shafik
Toward a Descriptive Rhetoric of the ESL Paragraph.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *English (Second Language); Higher Education; *Paragraph Composition; *Writing (Composition); Writing Skills

Several English as a second language (ESL) expository compositions written by four Arab college freshman students majoring in English are analyzed. The analysis is intended to describe intersentence structural relationships. Sixty-nine percent of the sentences the students wrote were coordinate sentences. There was no correlation between verbal ability or comprehension level and the percentage of coordinate sentences each student wrote. Topic sentences were not restricted to the initial position in the paragraph. Whether the students' use of coordination between sentences was attributable to transfer from their native language or merely their lack of experience as writers, the result was that they employed a rhetorical strategy which failed to produce acceptable writing in English. It is suggested that ESL students should be taught how to determine what sentences they should subordinate and why. Students should begin by examining some well written paragraphs containing intersentence structural relationships. Then they can produce single sentences and practice adding additional, linked sentences. It is also necessary to familiarize ESL students with such concepts as paragraph unity and coherence. (RW)

ED 234 713 HE 016 639

Rowland, A. Westley, Comp.
Research in Institutional Advancement: A Selected, Annotated Compendium of Doctoral Dissertations.
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-215-2
PUB DATE- 83
AVAILABLE FROM- Council for the Advancement and Support of Education, Publications Order Department, 80 S. Early Street, Alexandria, VA 22304 ($16.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Alumni; *College Administration; *Doctoral Dissertations; Financial Support; *Fund Raising; *Government School Relationship; Higher Education; Information Dissemination; *Institutional Advancement; Interprofessional Relationship; Mass Media; Organizational Communication; Publications; Publicity; Public Relations

A total of 267 doctoral dissertations in institutional advancement are summarized. The dissertations are listed in six professional program areas: institutional relations (e.g., college radio and television activity), educational fund-raising, alumni administration, government relations, publications, and executive management. The dissertations listed provide empirical data, tested theory, and new models that may be used in improving programs in institutional advancement. The handbook may be helpful to scholars, doctoral students, and professionals. A sampling of master's theses on advancement topics is also included. The bibliography is an attempt to publicize many of the dissertations by providing summaries of authors' abstracts. (Author/SW)

ED 234 895 PS 013 799

DeLoache, Judy S.

Joint Picture Book Reading as Memory Training for Toddlers.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Infants; *Mothers; *Parent Role; Picture Books; *Prereading Experience; Preschool Children; *Recall (Psychology); *Recognition (Psychology)
IDENTIFIERS- Developmental Patterns; *Memory Training; Parent as a Teacher; Parent Behavior Progression; Toddlers

Memory demands made by mothers of very young children are discussed in two studies of joint picture-book reading and one study of mother/infant pairs who looked at family photograph albums. While memory demands made by mothers differed as a function of child's age and linguistic development, at about 15 months of age children were expected to take an increasingly active role in the reading dialogue. Following their earliest demands for recall of the names of individual objects, mothers increased their demands by asking for recall of indirectly specified information. For recognition memory, the case was slightly more complex. Sometimes, instead of pointing to an object and telling the child its name, the mother would name an object and ask the child to point to it. Data indicated that mothers of older children increased the complexity of their demands for recognition memory. Mothers used one clearly mnemonic technique: they related pictured material to their child's personal experience. In all three studies, mothers of young children showed a strong bias to ask their children to report general knowledge rather than to recount specific events from personal past experience. (Concluding remarks focus on the developmental implications of the findings.) (RH)

ED 234 728 HE 016 685

Schultz, Thomas
Funding of Regional Laboratories: Issued for the National Study Group on Regional Laboratories.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 23 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Policy; Budgets; Decision Making; *Federal Aid; *Financial Support; Higher Education; *Policy Formation; *Public Policy; *Regional Laboratories; *Resource Allocation; Revenue Sharing
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Background information and an analysis of issues involved in the funding of a network of new regional educational laboratories are presented. The new laboratories are to be established through a 1984 competition administered by the National Institute of Education (NIE). The information is designed to assist the Study Group on Regional Laboratories to advise the NIE Director on the following decisions: (1) overall assumptions about the numbers of laboratories and budget for the laboratory program; (2) alternative means of allocating resources to individual laboratories, including the duration and stability of support, and policy for funding new institutions; and (3) alternative policies concerning matching or cost-sharing requirements for laboratory funding. After summarizing the history of funding for laboratories, an overview is presented of the current NIE policy, procedures, and levels of funding for the existing laboratories. More detailed attention is directed to analyses of issues and options based on the list of the pending decisions. The following three alternative approaches to funding laboratories are covered: the formula approach, the competitive approach, and mixed models. A budget summary of laboratories and research and development centers is included. (SW)

ED 234 742 IR 010 808

Oliver, Marvin E.
Computer Literacy for Teachers: Level 1.
PUB DATE- 25 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Programs; Definitions; Higher Education; History; Input Output Devices; Instructional Materials; *Microcomputers; Reading Instruction; *Teacher Education
IDENTIFIERS- *Computer Uses in Education

This brief, non-technical narrative for teachers addresses the following questions: (1) What are computers? (2) How do they work? (3) What can they do? (4) Why should we care? (5) What do they have to do with reading instruction? and (6) What is the future of computers for teachers and students? Specific topics discussed include the development of computers, the status of microcomputers, how to communicate with a computer, removing the mystery from computer talk, using the microcomputer for instruction, managing instruction with a microcomputer, and software selection and construction. Definitions are provided for such terms as hardware, system, peripherals, disk-drives, Disk Operation System, and

software. Three references are listed. (LMM)

ED 234 818 IR 050 451

Schwank, Jean; Allen, Joyce
Information Resources in Clinical Medicine: Family Practice, Pediatrics, Obstetrics and Gynecology, General Surgery, Internal Medicine.
Medical Library Association, Chicago, Ill.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Course Content; *Information Sources; Librarians; *Library Collections; *Library Material Selection; Library Services; *Medical Libraries; Medical Services; *Medicine; Physicians; Professional Continuing Education; *Reference Materials

Designed for beginning health science librarians, this continuing education course syllabus presents a guide to information resources for answering physicians' questions about patient care. Sources from standard core lists, such as the Alfred Brandon list, are highlighted and described, along with additional titles. General resources covered include literature guides, indexes and abstracts, government publications, guides to publications in print, and guides to associations and their publications. Relevant information centers and their services are described as well as resources for answering the questions of physicians specializing in family practice, obstetrics and gynecology, pediatrics, general surgery, and internal medicine, including critical care medicine, cardiology, gastroenterology, hematology, infectious diseases, oncology, and pulmonary disease. A brief discussion of issues related to medical librarianship is also provided. Among the issues reviewed are types of medical library use, the characteristics of librarians and physicians, the establishment of mutual respect between the two groups, and steps for keeping medical librarians and physicians up-to-date. A 15-item bibliography on medical libraries and sources for selection of library materials concludes the booklet. (ESR)

ED 234 847 JC 830 446

Frenchman, Patsy; And Others
Keeping the Door Open - A Hands-On Approach.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; *Career Exploration; *Career Guidance; Community Colleges; Daily Living Skills; *Developmental Studies Programs; Two Year Colleges; *Vocational Evaluation
IDENTIFIERS- *Santa Fe Community College FL

In response to a deficiency in basic skills demonstrated by students admitted to Santa Fe Community College (SFCC), a Vocational Skills Assessment (VSA) program was developed to increase student awareness of personal and vocational strengths through hands-on assessment of their abilities. The VSA program has four integrated courses: (1) Skills Assessment and Career Choice, which focuses on matching-students' abilities with vocational-technical certificate programs or available jobs; (2) Applied Living Skills, which helps students relate social and personal needs with vocational and academic strengths; (3) Basic Skills, which gives students the opportunity to upgrade academic skills; and (4) Presentations by Employers and Community Leaders, which provides information on employment trends and possibilities. An integral component of the VSA program is work sampling offered by the college's Work Exploration Center, where students can gain hands-on experience by utilizing the tools or activities required on the job. The hands-on activities include the Adkins Employability Module of Columbia University and other "how to get a job" activities; the Santa Fe Career Development Center's self-paced activities in career decision making; and a performance-based approach to career choice. A diagram of the VSA program is appended. (HB)

ED 234 862 JC 830 466

Annotated Code of Maryland Education Article: Title 16, Community Colleges and Code of Maryland Regulations: Title 13C, State Board for Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *College Administration; *Community Colleges; *Educational Finance; *Educational Legislation; Governance; *Governing Boards; Regional Schools; *State Legislation; Two Year Colleges
IDENTIFIERS- *Maryland

The state law applicable to Maryland community colleges and the code of regulations governing those colleges are presented in this report. Part I presents Title 16 of the annotated code of Maryland which applies to the state's community colleges. This provision includes five sub-titles which cover: (1) the establishment, composition, officers, staff, powers, and duties of the State Board for Community Colleges; (2) the organization and governance of community colleges, including the role and powers of trustees and presidents; (3) the governance and finance of regional community colleges; (4) fiscal matters including state and county support for the colleges, student tuition and fees, and college budgets; and (5) county provisions for specific community colleges. Part II highlights the code of Maryland Regulations Title 13C which presents general policies adopted by the State Board for Community Colleges. These include general regulations governing admissions, finances, continuing education, facilities, boards of trustees, foundations, tuition, student residency policy, and retirement programs; and policies for board meetings and board officers. (HB)

ED 234 880 JC 830 826

Schneider, Carol; And Others
The Balancing Act: Competencies of Effective Teachers and Mentors.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 11 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- *College Faculty; Educational Research; Higher Education; Mentors; Student Teacher Relationship; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- PF Project

A research project identified five clusters of behaviorally-grounded competencies that distinguished effective teachers and mentors from average ones. Effective faculty members: (1) were student-centered; (2) believed that learning is a highly valuable activity; (3) were sensitive to the needs of their adult students and established situations that were conducive to adult learning; (4) took a highly directive role in their students' learning; and (5) made use of their students' interests, attitudes, and experiences. In short, effective teachers balanced student-centeredness with firm directiveness. (DC)

ED 234 925 PS 013 875

Nicholls, William M.
Strategies of Self-Reliance, Co-Reliance and Self-Sufficiency and Their Meaning for Rural Families in the 1980's.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Daily Living Skills; *Economic Change; Family Life; Foreign Countries; Group Experience; *Rural Economics; *Rural Environment; *Rural Family; *Social Change
IDENTIFIERS- *Canada; Family Budgets; Self Reliance

A field study was conducted with a cross-section of the population in rural and urban Canadian regions to discover whether people were performing economic activities of significance to their well-being that differ from those society usually acknowledges as being economic in nature. In both rural and urban areas, the economy was viewed as being composed of formal (domestic) and informal (community) factions. Family networking and a mutual social support system were found to be essential characteristics of cooperative social and economic networks in the informal economy. In hard times and with uncertain futures, families were found to reassess their priorities and to revalue skills and knowledge for survival. Data indicated that people who were pursuing paths of greater self-reliance, co-reliance, and self-sufficiency were doing so either by choice or economic necessity. Three groupings of strategies employed by families choosing alternate patterns included changes made by (1) reestablishment of homes, occupations, and social environment; (2) cooperative living arrangements; and (3) development of new convictions concerning alternate living styles. Families living with fewer resources out of necessity revealed concern for essential elements such as food, clothing, shelter, and care for children and elders. Implications for rural development suggested that the informal economy has taken on special significance and that people need to develop their talents and capacities for self-reliance as well as to seek opportunities in their environments and relationships with others. (BJD)

ED 234 939   RC 014 291

Helge, Doris
Addressing the Report of the Commission on Excellence in Education...from the Rural Perspective.
American Council on Rural Special Education (ACRES), Murray, KY.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; *Change Strategies; Computers; Delivery Systems; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Mobility; Inservice Teacher Education; Labor Turnover; Motivation Techniques; *Policy Formation; Rural Areas; *Rural Education; Rural Schools; Rural Urban Differences; Special Education; Teacher Recruitment
IDENTIFIERS- *American Council on Rural Special Education; *National Commission on Excellence in Education

A paper by the American Council on Rural Special Education formally requests that the National Commission on Excellence in Education recognize the differences between rural and non-rural schools and provide appropriately different strategies for implementing Commission recommendations. Factors of rural schools which should be considered by policymakers are noted: rural schools include 67% of all schools and serve 33% of all school children; rural areas have higher poverty levels than non-rural areas and are rapidly growing in population without a growth in tax bases; rural schools, serve greater percentages of handicapped children, have serious staffing inadequacies, and suffer problems of isolation, high personnel attrition, and inadequate computer resources; and preservice training programs do not motivate or prepare students for rural teaching. Eight recommendations for policymakers call for recognition of diverse rural subcultures, support for innovative teacher training programs addressing areas of critical need, development of career ladders and merit pay systems designed to retain quality rural personnel, support for essential inservice training programs, adequate support for rural special education services, investigation and support for alternative service delivery systems, investigation of technological alternatives, and adequate data collection regarding the quality of rural education. (MH)

ED 234 952 RC 014 339

Silva, Santiago
College Assistance Migrant Program Progress Report, 1982-83.
Pan American Univ., Edinburg, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 12 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; College Role; *College Students; Counseling Services; Grade Point Average; Higher Education; *Migrant Education; *Migrant Programs; Migrant Youth; *Program Effectiveness; Program Evaluation; Staff Development; *Student Educational Objectives; Student Recruitment
IDENTIFIERS- *College Assistance Migrant Program; *Pan American University TX

The College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which helps students from low income migrant families attend college and has served 1,762 students since 1972, assisted 174 students during the 1982-83 academic year, giving them extensive support in tutoring, counseling, follow-up, and financial assistance. CAMP recruited over 200 applicants by visiting/contacting 25 high schools. Tutors gave sessions for 93.2% of CAMP students, 98% of whom indicated satisfaction with the service. After one year with CAMP and PAU, 90.3% of students who began the program returned to college. Staff received computer training and devised new forms, which will facilitate data collection and report writing. Objectives included improving participants' grade point average (GPA); listing ACT scores of CAMP students, so those with ACT composites of 10 or greater could take work-study or off-campus jobs; finding alternate funding sources; and initiating a Reading Development program. Projected goals for 1983-84 include increases in GPA, participation in retreats and cultural awareness activities, attendance at group/individual counseling sessions, staff development efforts, formulation of a timeline to collect data needed for report compilation, and pursuit of alternate funding sources. A 3-page table shows CAMP's goals and achievements for the year. (MH)

ED 234 982 SE 042 795

Science and Math Education. Hearings before the Committee on the Budget. United States Senate, Ninety-Eighth Congress, First Session (Albuquerque, New Mexico, February 7, 1983; Las Cruces, New Mexico, February 11, 1983).

Congress of the U.S., Washington, DC. Senate Committee on the Budget.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Academic Achievement; American Indian Education; Declining Enrollment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Legislation; Higher Education; Incentives; Industry; *Mathematics Education; Rural Education; School Business Relationship; *Science Education; Science Teaching Centers; Scientific Literacy; *Teacher Improvement; Technological Literacy

IDENTIFIERS- Congress 98th; *New Mexico

Provided are hearings related to perfecting the goals/objectives of S. 248, the Excellence in Science and Mathematics Education Act of 1983. Various issues related to the current crisis in science/mathematics education and to improving the quality of education in these areas in the United States (with particular emphasis on New Mexico) are addressed in testimony presented during the hearings. Among the areas considered are: U.S. education compared with foreign countries; declining enrollments; science and mathematics teacher quality/improvement; regional science resource centers; science/mathematics education for American Indians and for rural school children; financial support (including teacher salaries); incentives for science/mathematics teachers; industry role; teacher-industry relationship; and need for scientific/technologically literate citizens. Supporting documentation, including additional statements, letters, and a newspaper article are included in an appendix. Also included (in the body of the hearings) is a paper entitled "Can Science Education Cope with the Information Onslaught?" which was prepared during a 1981 conference at the Los Alamos National Laboratory. (JN)

ED 234 570 EC 160 438

Zuke, Margaret
Building Bridges for Culturally Diverse Gifted Students.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cultural Differences; Elementary Education; *Gifted; *Intervention; Models; Program Development; *Student Evaluation; Teacher Workshops

A program designed to serve culturally different gifted elementary students in the Omaha (Nebraska) Public Schools is described.

Following a brief rationale, information on the program's identification procedures lists 12 typical characteristics of culturally diverse gifted students. Possible program approaches are delineated, including (1) helping students develop better self concepts and pride in their work; (2) building on students' strengths; (3) developing students' creative thinking processes; (4) working from lower to higher cognitive levels at appropriate rates; (5) using role play, simulations, and problem-solving techniques to teach new concepts/materials; (6) gearing instruction to students' preferred learning styles; (7) making the curriculum relevant; (8) avoiding unnecessary economic demands; (9) recognizing and utilizing the richness of cultural diversity; (10) using community resources; (11) counseling students; and (12) personalizing and humanizing the curriculum. The program's development is traced from its inception in 1979 to workshops for teachers, pilot programs, summer school enrichment programs, and dissemination of the model through conference presentations and written documents. Seventy-one references are cited and evaluation instruments used in the project are described in the appendix. (CL)

ED 234 587 EC 160 460

Huang, Samuel T.
Library Services for the Physically Impaired at Northern Illinois University in DeKalb, Illinois.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers; "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Libraries; College Students; *Disabilities; Federal Legislation; Higher Education; Library Equipment; *Library Instruction; Library Personnel; Library Role; *Library Services

IDENTIFIERS- Northern Illinois University

A librarian describes library services available for physically impaired students at Northern Illinois University in DeKalb. Following background information on the university's commitment to disabled students, a discussion is presented on the effects of federal legislation on changes in library facilities; collections; and services for disabled persons, including special equipment and materials for those who cannot use conventional printed materials. Cooperation with other university offices serving disabled students is stressed. A training program to orient visually impaired students and their readers and hearing impaired students and their interpreters is reviewed. The librarian's role in promoting awareness of disabled library users is stressed, and an orientation program on communication is cited as an example. The importance of publicizing special library services is also noted. (CL)

ED 234 605   FL 013 899

English Teaching Profiles from the British Council: Burma, Cyprus, Czechoslovakia, Ethiopia, Ghana, India, Lesotho, New Zealand, Pakistan, Qatar, Malaysia.

British Council, London (England). English Language and Literature Div.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Language Teachers; Language Usage; *Second Language Instruction
IDENTIFIERS- Burma; Cyprus; Czechoslovakia; Ethiopia; Ghana; India; Lesotho; Malaysia; New Zealand; Pakistan; Qatar

The role of English and the status of English language instruction is reported for Burma, Cyprus, Czechoslovakia, Ethiopia, Ghana, India, Lesotho, New Zealand, Pakistan, Qatar, and Malaysia. The profile for each country contains a summary of English instruction within and outside of the educational system, teacher supply and qualifications, instructional material availability, research, and British and American roles in English instruction. (RW)

ED 234 623 FL 013 942

Scane, Joyce; Ullmann, Rebecca

Le journal: une introduction (The Newspaper: An Introduction). Teacher's Guide and Module .

Ontario Inst. for Studies in Education, Toronto.

PUB DATE- 83
AVAILABLE FROM- OISE Press, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($59.50 for complete module; $5.50 for teacher's guide).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *French; Grade 6; Grade 7; Grade 8; Learning Modules; Middle Schools; *Newspapers; *Reading Instruction; *Second Language Instruction

A reading activity module based on the newspaper was designed for students in grades 6-8 who have had two years of instruction in French as a second language. The module includes the teacher's guide, the facsimile newspaper, and transparencies for class activities. Module objectives are to introduce students to both newspaper reading and production. Materials are graded so that the module can be used with the same students over a period of years. Activities include proofreading, editorial correspondence, articles, movie reviews, and other aspects of producing a class newspaper. (RW)

ED 234 639 FL 013 961

Coker, Pamela L.; Underwood, Mark A.
Automatic Linguistic Analysis.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-3
PUB DATE- Dec 81
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingualism; Child Language; *Computational Linguistics; *Computer Programs; *Language Research; Structural Analysis (Linguistics)

Computer programs for linguistic analysis of language samples from bilingual children were surveyed in order to evaluate their usefulness. Eight programs which could be implemented on the UCLA IBM 370/3033 computer were considered. It was determined that the Computer Assisted Language Analysis System was the most promising in terms of capabilities and costs. In addition, a series of programs which could be implemented immediately were found on site. However, these programs were limited to word frequency counts and concordance programs based on terminal strings. Abstracts of computer analyses of language are appended. (Author/RW)

ED 234 670   HE 016 567

Bartell, Ernest
Catholic Higher Education: Trends in Enrollment and Finance, 1978-1982.
Association of Catholic Colleges and Universities, Washington, D.C.;

National Inst. of Independent Colleges and Universities, Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Association of Catholic Colleges and Universities, One Dupont Circle, Suite 770, Washington, D.C. 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Catholic Schools; *Church Related Colleges; College Students; Comparative Analysis; Educational Finance; *Enrollment Trends; *Expenditures; Fees; Full Time Students; Higher Education; *Income; Institutional Characteristics; Minority Groups; Part Time Students; Private Colleges; Sex; Single Sex Colleges; *Student Financial Aid; Tuition; Two Year Colleges; Universities

Information on enrollment in Catholic higher education since 1978 and trends in financial operations and student financial aid are presented, based on an update of a 1980 investigation. Narrative summaries and statistical data address the following areas: total enrollment since 1978 at Catholic postsecondary institutions; enrollment at doctoral universities, other four-year institutions, two-year colleges, women's colleges, and Neylan institutions; total enrollment by sex and full- and part-time status; geographic distribution of Catholic higher education; full- and part-time undergraduate and graduate enrollment; minority enrollment as a percentage of total enrollment; minority enrollment by sex and by enrollment status; institutional characteristics; revenues and expenditures by sources of funds for fiscal years 1978-1979, 1979-1980, and 1980-1981; revenues and expenditures by sources of funds at the five different types of Catholic postsecondary institutions; educational and general expenditures per capita full-time equivalency; tuition and fees per capita full-time equivalency; and 1981-1982 undergraduate dependent student aid by level of aid and specific aid program for Catholic and other private institutions. (SW)

ED 234 684　　HE 016 609

A Compilation of Federal Education Laws. Volume III--Higher Education. As Amended through December 31, 1982. Prepared for the Use of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- American Indian Education; College Libraries; Continuing Education; Cooperative Education; *Educational Legislation; Facility Improvement; *Federal Legislation; Financial Support; Graduate Study; *Higher Education; Humanities; International Education; Library Education; Museums; Sciences; Student Financial Aid; Teacher Education; Urban Universities

IDENTIFIERS- *Higher Education Act 1965

A compilation of federal legislation that pertains to higher education is presented. The sections of this volume cover the general higher education programs, Native American higher education, museums, arts and humanities, and the National Science Foundation. The text of the Higher Education Act of 1965 is presented, covering Titles I-XIII. The areas addressed by this legislation include the following: continuing postsecondary education program and planning; college and research library assistance and library training and research; institutional aid; student assistance; Teacher Corps and teacher training programs; international education programs; construction, reconstruction, and renovation of undergraduate academic facilities; cooperative education; graduate programs; Fund for Improvement of Postsecondary Education; Urban Grant University Program; the Higher Education Amendments of 1968; Education Amendments of 1972; and the Education Amendments of 1980. Additional legislation includes the Navajo Community College Act and the Tribally Controlled Community College Assistance Act of 1978. An alphabetical listing of statutes contained in this volume and companion volumes is included. (SW)

ED 234 699 HE 016 624

Urban Corridor Consortium Task Force on Part-Time and Commuter Students. Final Report.
Wisconsin Univ. Urban Corridor Consortium.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Students; Advisory Committees; Ancillary School Services; College Programs; *Commuting Students; *Consortia; Educational Finance; Enrollment Trends; Higher Education; *Part Time Students; Resource Allocation; Student College Relationship; *Student Needs; Student Teacher Relationship; *Urban Areas
IDENTIFIERS- *University of Wisconsin

Ways that urban corridor campuses might respond to the increasing enrollment of part-time and commuter students were reviewed by the University of Wisconsin Urban Corridor Consortium Task Force on Part-Time and Commuter Students. Members of the consortia are the following University of Wisconsin campuses: Green Bay, Milwaukee, Oshkosh, Parkside, Waukesha, and Fond du Lac. The task force's review included the following areas: the nature of the urban corridor student; why students are pursuing coursework; 1981 data collection to determine the general profile of the university student population in the urban corridor; personal, social, and cultural needs of part-time and commuter students; the need for student services; student activity and environmental needs; needs of adult students; faculty responsiveness; teaching methodology; class scheduling; communication with students; continued use of the funding formula approach; allocation of campus fiscal and human resources; and the use of segregated fees for the urban corridor students. Demographic data on students in the urban corridor and examples of campus programs and services for part-time and commuter students are appended. (SW)

ED 234 758   IR 010 824

Silver, Dorothy Z.; Clapp, Elizabeth J.
The PCP SYS IV Management System: Implementation and Training Overview.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-E-29
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; Design Requirements; Individualized Instruction; *Inservice Education; *Program Implementation; Training Methods; Workshops
IDENTIFIERS- Computer Users; *PLATO IV

This is the final paper in a series of three on SYS IV, a computer-based management system developed by the PLATO Curriculum Project (PCP) which tests students, routes students to lessons, stores detailed records of online student activity, and keeps summary records of student activities. An introduction describes how the system simultaneously addresses the needs of students, classroom teachers, and school administrators. The remainder of the paper explicates how implementation is carried out to tailor the system to a project, which may serve a broad population range. Considerations important at the preliminary stage that are listed include the characteristics of the student population, the educational environment, and the catalog structure. Under project staff training, the discussion includes both initial and follow-up training procedures. The importance of site visits in maintaining a project is emphasized, while final considerations center on the "user transparency" of the system. Appendices include programs for signing on as an instructor, adding a student to a group, and a sample agenda for a SYS IV training workshop. (LMM)

ED 234 788 IR 050 417

Wisconsin Interlibrary Loan Guidelines. Second Edition. Bulletin No. 3107.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Libraries; Guidelines; *Interlibrary Loans; *Library Cooperation; Medical Libraries; Objectives; Public Libraries; *Regional Cooperation; School Libraries; *Shared Services; Special Libraries; Statewide Planning
IDENTIFIERS- *Multitype Library Networks; Resource Sharing;

*Wisconsin

No major substantive changes from the 1980 guidelines for interlibrary lending in Wisconsin are made in this edition, which outlines the interlibrary loan responsibilities of borrowing and lending libraries; the operating assumptions, principles, and goals of the interlending program; the steps for developing area interlibrary loan plans; and the recommended interloan patterns for public, school, academic, special, and health science libraries in the state. It is noted that the second edition reaffirms the importance of area resource sharing, multitype library cooperation, a hierarchical interloan structure, and direct access to specific interloan collections. Changes noted include a recommendation that area interloan plans be reviewed and updated on an annual basis; an expansion of information on out-of-state interloan requests; a recommendation that area plan contact persons be asked to meet annually to discuss interlibrary loan problems, issues, and concerns; and an expansion and clarification of information to be included in area plans. Appendices provide lists of the membership, goals, and objectives of the Statewide Committee on Interlibrary Loan and Reference Referral Patterns in Wisconsin and a county map showing interlibrary loan areas. (ESR)

ED 234 804 IR 050 436

Stevenson, Sally

Performance Appraisal for Librarians: A Guided Self-Study Approach.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Achievement Rating; Annotated Bibliographies; Check Lists; Competence; *Evaluation Methods; Guidelines; *Job Performance; *Librarians; *Library Administration; Management by Objectives; *Personnel Evaluation
IDENTIFIERS- Behaviorally Anchored Rating Scales; *Performance Appraisal

Intended for use by library managers, this self-study guide provides an introduction to performance appraisal as an effective tool in human resource management, and a review of the extensive management literature on performance appraisal. Topics discussed include: (1) the functions of performance appraisal, which include the provision of information for making objective comparison among staff, the review of past performance in order to set future objectives, and the identification of employees with high potential; (2) the choice of a performance appraisal system, with information on the strengths and weaknesses of graphic rating scales, essay descriptions of employee performance, the forced-choice system, management by objectives (MBO), behaviorally anchored rating scales (BARS), and the tenure system for academic librarians with faculty status; (3) issues in performance measurement, including environmental and legal constraints, questions of equity, managerial resistance, and the decision as to whether or not merit pay should be awarded for superior performance; and (4) the necessary steps and required techniques and skills for conducting an appraisal interview. Suggested readings, an annotated bibliography of further readings, and exercises are included in each chapter. The conclusion provides a five-step check list for developing a program of performance appraisal. (ESR)

ED 234 833 JC 830 429

MANAGER (Michigan Analysis Network and General Evaluation Report) Handbook.

Grand Rapids Junior Coll., MI. Office of Curriculum Planning and Evaluation.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; Data Analysis; Data Collection; *Institutional Evaluation; *Management Information Systems; Program Evaluation; Research Utilization; *Self Evaluation (Groups); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Michigan; *Michigan Analysis Network General Eval Report

The Michigan Analysis Network and General Evaluation Report (MANAGER) was developed as a component of the overall Michigan Community College Occupational Education Evaluation System (MCCOEES). Developed for use by college presidents and occupational program administrators and instructors, the handbook describes a six-step process for collecting, analyzing, synthesizing, and interpreting data which can be implemented by a team of individuals as part of a self-evaluation of occupational programs. Following introductory material providing background on the MCCOEES, and its components (i.e., the Michigan Student Information System, the Program Review in Occupational Education system; and the Michigan Community Colleges' Activities Classification Structure), the handbook presents an overview of the MANAGER plan and suggests ways of preparing to implement the system. Next, the six steps of the MANAGER plan are described: (1) MANAGER formatting, which involves collecting data and placing them in a format; (2) reviewing the formatted data against a set of standards; (3) generating questions and concerns from the review; (4) obtaining answers to the questions from key personnel; (5) identifying, prioritizing, and selecting alternative actions that might address the concerns; and (6) monitoring and documenting the implemented actions to determine results. The final section discusses the possible uses of MANAGER. Extensive appendices provide sample forms and instruments and field test results. (LL)

ED 234 968 RC 014 369

Flanagan, Kathleen R.; Trueblood, Cecil R.
Improving the Climate in Rural Schools through an Individualized Staff Development Program.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; *Attitude Measures;

*Educational Environment; Elementary Secondary Education; Feedback; *Inservice Education; Job Satisfaction; Measurement Techniques; Needs Assessment; Parent Attitudes; Program Design; Program Development; *Rural Schools; School Effectiveness; *Staff Development; Teacher Attitudes
IDENTIFIERS- Attitude Toward Inservice Scale (Trueblood et al); CFK Ltd School Climate Profile (Fox et al); Purdue Teacher Opinionnaire (Bentley and Rempel); Survey of Effective School Processes (IDEA)

School climate is defined, four instruments used to assess various dimensions of school climate are described, and implications of a school climate profile for developing an individualized staff development program in a rural school setting are discussed. Developed from the professional literature, the definition of school climate includes the values, beliefs, and attitudes of school community members as reflected in the institutional patterns, processes, and behavioral practices utilized in the school across time. A positive school climate is seen as a platform upon which productive learning and teacher job satisfaction are built. The four instruments to assess school climate described are: the Attitude Toward Inservice Scale, the CFK Ltd. School Climate Profile, the Purdue Teacher Opinionnaire, and the Survey of Effective School Processes. Reasons why an assessment of a school's climate can provide valuable information for the design, implementation, and evaluation of professional inservice development programs are discussed. An example of an on-site staff development program at an elementary and secondary school in a large rural Pennsylvania school district (Keystone Central) is described: a local inservice leadership team was chosen, staff development needs and school climate assessed, immeditate and long-term goals set, and implementation begun. Tables provide results of the CFK School Climate Profile for Keystone Central. (MH)

ED 234 655 HE 016 550

Norris, Donald M.
Triage and the Art of Institutional Research.
Association for Institutional Research.
PUB DATE- 83
AVAILABLE FROM- The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- College Planning; Decision Making; Evaluation Needs; Higher Education; *Information Needs; *Institutional Research; *Research Design; *Research Reports; *Statistical Data
IDENTIFIERS- *Information Overload

Principles that institutional researchers should follow are discussed. The most important dictate is to present decision-makers the bare minimum of information necessary for the task; the material should be simple, short, and succinct. A report to assist decision-makers should not include extensive supporting documentation. The first step is to define or redefine the research question. When data are being provided to support policy analysis, some interpretation or accompanying narrative should usually be given. The design of the report should fit the purpose of the proposed analysis, with some consideration to the format preferred by the individual requesting the information. The researcher should provide a mix of presentations and should recognize the advantages of graphics. Printouts should never be sent to executive officers or deans unless they are accompanied by an explanation and interpretation. The researcher needs to select from various information sources the information that can illuminate the decision under consideration. In addition, it is important to take time to prepare an executive summary. Four figures are presented, including an illustration of an induced course load matrix and a sample executive summary page. (SW)

ED 234 714 HE 016 640

Copas, Ernestine M., Ed.; And Others
Shaping Our Destiny: Techniques for Moving Up in Higher Education. Workshop Proceedings (Athens, Georgia, October 20, 1981).
Georgia Univ., Athens. Center for Continuing Education.
PUB DATE- 20 Oct 81
AVAILABLE FROM- University of Georgia, Georgia Center for Continuing Education, Athens, GA 30602 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrators; *Career Ladders; Editing; *Faculty Promotion; Higher Education; Humanities; Periodicals; Productivity; *Publications; Researchers; *Scholarship; Sciences; Teaching (Occupation); *Women Faculty
IDENTIFIERS- Georgia

Proceedings of a workshop on career advancement for women faculty members and administrators within the University System of Georgia are presented. The workshop was a vehicle for faculty development and an experience in networking. Topics include professional writing in science, the humanities, and education; strategies for academic promotion, and techniques for getting into administration and surviving. Papers and authors include the following: "The Decade Ahead: Women in Higher Education" (Marie Walters Dodd); "Techniques for Advancing in Higher Education" (Anne Flowers); "Publishing in Journals" (Lynne Billard); "Academic Research and Colleagueship" (Carolyn D. Berdanier); "An Editor's Perspective" (B. Phinizy Spalding); "Editing Ethics and Strategy" (Stephen W. White); "The Art of the Informed Essay" (Stanley W. Lindberg); "How to Get Moving in the Publication Game" (S. Lee Galda); "Professional Writing in Education" (Judith Preissle Goetz); "Making an Impact on Your Field" (Mary M. Wood); "Academic Promotion Guidelines" (Kathryn A. Blake); "Set Your Goals Toward Promotion" (Karen S. Calhoun); "Making Career Decisions" (Helen E. Grenga); and "Invitations to Growth as Administrators" (Betty L. Siegel). (SW)

ED 234 729 HE 016 688

Brown, Kenneth C.
The Administrator's Use of Microcomputer Systems.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- American Association of University Administrators, 1133 Fifteenth Street, N.W., Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Administrators; *College Administration; Computer Graphics; *Computer Oriented Programs; Databases; Decision Making; Higher Education; *Management Information Systems; *Microcomputers; Office Management; Organizational Communication; *Productivity; Technology Transfer; Time Management; Word Processing
IDENTIFIERS- *Decision Support Systems; Electronic Mail

The use of microcomputers by college administrators to increase productivity is discussed. Microcomputers can help increase productivity in the following administrative office tasks: decision support, communication, personal assistance, and task management. One of the most promising developments to emerge from the decision sciences over the past 10 years is Decision Support Systems. The three types of decision support aids for microcomputers that have proved to be of most value to both novice and expert microcomputer users are electronic worksheets, graph and chart formatting aids, and data base management systems. Two of the automated office subsystems that can improve communications are electronic mail systems and word-processing systems. Microcomputers can be used to implement both of these types of systems. Word-processing systems can help administrators reduce the time spent on editing and revising reports and correspondence. Software packages available to administrators include those for a daily personal calendar/reminder system, keeping notes by topical areas in the initial stage of writing a speech or report, and managing office tasks such as employees' schedules. A bibliography is appended. (SW)

ED 234 743 IR 010 809

Distant Education in 2001: Accreditation & Quality. The Accrediting Commission Looks at the Evolving Forms of Correspondence Instruction.
National Home Study Council, Washington, D.C. Accrediting Commission.
PUB DATE- 83
AVAILABLE FROM- National Home Study Council, 1601 18th Street NW, Washington, DC 20009 ($4.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Accreditation (Institutions); Administrator Role; *Correspondence Study; *Distance Education; Eligibility; *Futures (of Society); *Home Study; Instructional Innovation; *Long Range Planning; Policy Formation; Prediction; Student Evaluation
IDENTIFIERS- Information Technology

This collection of 10 essays is the outgrowth of a 1983 Accrediting Commission meeting which examined the implications for accreditation of the "Green Chair Group" report entitled "Predicting Distant Education in the Year 2001," an earlier document containing the predictions of 25 educators and executives concerning correspondence or home study education. Prepared by Commission members to stimulate further reflection and discussion and to address specific aspects of distant education as it relates to accreditation issues, the following essays are presented: (1) "The Accrediting Commission Looks to 2001," by Fred Harcleroad; (2) "Stimulating Innovation: The Accrediting Commission's Responsibility," by Hester Turner; (3) "Stimulating Innovation: Obligation to the Future," by John Thompson; (4) "New Program/School Eligibility," by James Godfrey; (5) "New Eligibility Language," by Jules Fleder; (6) "Maintaining Integrity: Proceed with Caution," by Roy Stuart; (7) "Maintaining Integrity: Remember the Student," by Carl Ruppert; (8) "Assessment Tools for 2001," by Harold Rodes; (9) "The Question of Turf," by John Phillips; and (10) "Home Study's Crystal Ball," by William Fowler. Appendices contain the Final Report Prediction of the Green Chair Group; ERIC Fact Sheet #22, "Communications Technologies in Adult, Career, and Vocational Education"; a 14-item reading list; and a 56-item reference list. (LMM)

ED 234 881 JC 830 829

Harvey, Jerry B.
Are You Phrog Farming or Helping to Drain the Swamp?
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 18 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Humor; Learning Processes; Opinion Papers; Student Responsibility; *Student Teacher Relationship; *Teacher Influence; Teacher Responsibility; *Teaching Styles
IDENTIFIERS- PF Project

The difference between phrogfessors and teachers is that phrogfessors train tadpoles in the way of the swamp (i.e., create likenesses of themselves) while teachers produce people and thereby help to drain the swamp. Phrogfessors take responsibility for what their students learn. They believe that if a student does badly, it is the phrogfessor's fault. In this way, they deny their students' existence. The basic job of a phrogfessor is to be responsible for students and to care for oneself, while the basic job of a teacher is to be responsible for oneself and to care for the students. Teachers look for ways to connect people psychologically to important issues, are passionate and subjective, and don't feel that they are important to the learning process. It is the student who is responsible for the student's learning. Teachers do not become phrogfessors by design and, luckily, the process is reversible if the right choices are made. (DC)

ED 234 896 PS 013 801

DeLoache, Judy S.
Oh Where, Oh Where: Memory-Based Searching by Very Young Children.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Cognitive Processes; *Cues; Developmental Stages; *Infants; *Memory; *Mnemonics; *Preschool Children
IDENTIFIERS- *Search Behavior

Research findings suggest the existence of three types of primitive regulation in the behavior of 1 1/2- to 2 1/2-year old children in memory tasks. When children are presented with a game of hide-and-seek to be played with a small stuffed animal, regulatory behavior appears to be related to children's use of stimulus information, precursors of mnemonic strategies, and organization of memory-based strategies. Concerning use of stimuli, evidence indicates the existence of a developmental progression in very young children's use of available cues and suggests that very young children's spontaneous behavior in memory tasks is in many ways analogous to later, more sophisticated strategies. In reference to mnemonic strategies, children exhibited task relevant vocalization, looked or pointed at the object's hiding place, hovered near, peeked at the toy, and attempted to retrieve it before a designated time. These behaviors resemble the mature mnemonic strategies of rehearsal and monitoring, and could function to keep alive information to be remembered. Regarding strategy organization, older and younger children whose mean ages were 27- and 21-months, respectively, were found to exhibit qualitatively different searching strategies after a hidden object had been surreptitiously moved. Younger children tended to search in places where the object had previously been hidden, whereas older children may have generated plausible hypotheses to explain the toy's absence, which then guided their subsequent search efforts. (Concluding remarks indicate limitations on children's early self-regulation and suggest how children overcome such limitations. (RH)

Implementation of the Parental Kidnaping Prevention Act of 1980. Oversight Hearing before the Subcommittee on Crime of the Committee on the Judiciary, House of Representatives, Ninety-Seventh Congress, First Session (September 24, 1981).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Compliance (Legal); *Federal Government; *Federal Legislation; Federal State Relationship; *Government Role; Hearings; *Law Enforcement; National Surveys; Parents; State Legislation
IDENTIFIERS- Abductions; Congress 97th; Department of Justice; Federal Bureau of Investigation; *Kidnapping; *Parental Kidnaping Prevention Act 1980

This hearing was convened to inquire into the Department of Justice's compliance with the intent of Congress as expressed in section 10 of the Parental Kidnaping Prevention Act of 1980. The primary purpose of section 10(a) of the act was to involve federal authorities in helping state law enforcement agencies locate and apprehend abductor parents. It had been a longstanding policy of the Justice Department to avoid involving federal law enforcement authorities in domestic relations disputes, including parental abduction cases. In response to the act, the Justice Department began to intervene (1) when a violation of the Fugitive Felon Act had probably occurred; (2) when the victim child was in physical danger, abused, or neglected; and (3) when the Criminal Division had authorized filing a fugitive felon complaint. Much of the testimony presented to the subcommittee focused on the difficulties victim parents had in obtaining assistance from federal agents after children had been abducted. Included in the report is testimony from a panel of prosecutors who discussed particular cases of interstate and international parental kidnaping and described the nature of the cooperation received from the Department of Justice. A report of a survey of state and federal child abduction and restraint laws, circa 1981, is appended. (RH)

ED 234 571 EC 160 440

Jones, Mary Ann; Williams, Michael A.
Collaborative Wellness Counseling with a Group of Black Adolescents.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Black Youth; *Counseling Techniques; *Foster Children; *Group Therapy; *Holistic Approach; Self Concept

A counseling group for eight black male adolescents in foster care used techniques associated with wellness counseling and holistic health (emphasis on strengths, self responsibility, and a collaborative approach). The counseling program was a joint venture undertaken by two psychologists and a community mental health center. Games, fun activities, and popular music were incorporated into the program to help promote the participants' acceptance of the permanent separation from their natural families and to deal with conflicts arising from the separation. The group focused on the importance of individual responsibility in systematically identifying options for personal action and making intelligent choices. Positive results from the group included significant individual achievement for all members, positive group identification and good relationships with the therapists, increased openness in expressing individual needs, and greater appreciation of individual strengths. Among negative aspects were lack of involvement of foster parents and difficulties with billing and reimbursement. (CL)

ED 234 588　　　　　　　　　　　　EC 160 481

Chronicle of Academic and Artistic Precocity, Vol. 1, No. 1, January/February 1982.
Arizona State Univ., Tempe, Dept. of Special Education.
PUB DATE- 82
AVAILABLE FROM- Chronicle of Academic and Artistic Precocity, c/o PSAP, Department of Special Education, Arizona State University, Temple, AZ 85287 ($7.50 per year).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- *Early Admission; Elementary Secondary Education; *Gifted; Parent Role; *Program Descriptions; *Student Adjustment; Talent Identification

The chronicle provides information on programs and other topics relevant to the education of gifted and talented students. The following are among the articles contained in this introductory publication: "PSAP: Its First Two-and-a-Half-Years" (about the Project for the Study of Academic Precocity) by C. Blurton; tips relating to parental support by W. George; "Able and Ambitious: Early Entrance to College, Part-Time" by S. Cohn; "Tenth Grade to College" by M. Frost; "Social and Emotional Development of Gifted Students" by P. Finlay; "Luck, Pluck, and Pluto" (about two scientists who discovered the planet Pluto) by E. Phelps; and "1982 Talent Searches across the United States" by C. Cohn. (SW)

ED 234 606 FL 013 900

English Teaching Profiles from the British Council Language and Literature Division: Updates and Supplements.
Burdines Dept. Stores, Miami, FL.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; *Language Role; Language Teachers; Language Usage; Literature; *Second Language Instruction; Teacher Education
IDENTIFIERS- Australia; Bangladesh; Cyprus; Hong Kong; India; Indonesia; Israel; Netherlands; Thailand; Tunisia

Reports on the role of English and English instruction in 10 countries are updated. Recent developments in literature instruction are reported for Austria, Bangladesh, Cyprus, Hong Kong, India, Indonesia, Israel, the Netherlands, Thailand, and Tunisia. Among the topics summarized are the role of English instruction in the educational systems of these countries, teacher supply and training, the role and status of English, curriculum and materials, and the British role in English instruction. (RW)

ED 234 607 FL 013 919

ED 234 640 FL 013 962

So, Alvin Y.

The High School and Beyond Data Set: Its Relevance for Bilingual Education Research.

National Center for Bilingual Research, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- NCBR-TN-5

PUB DATE- 22 Oct 82

AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Academic Aspiration; *Bilingual Education; Data; *High School Students; Language Usage; *National Surveys; Secondary Education; Student Characteristics

IDENTIFIERS- *High School and Beyond (NCES)

Preliminary data from the High School and Beyond (HSB) research study are described in order to assist bilingual education researchers in understanding what information is available. The HSB project design included a highly stratified national probability sample encompassing 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools. The study seeks to observe the educational and occupational plans and activities of high school students as they pass through the American educational system. The nature of the various data files is described including files on students, languages, schools, teachers' comments, parents, tests, twins, and friends. For example, the most important file, the student file, contains responses from each student to extensive questionnaires and various cognitive tests. The language file contains information distinguishing childhood language status from present language status, language usage at home versus language usage outside of the home, and information describing experience with bilingual education. The constraints of the sample that limit its generalizability are discussed. It is concluded that, keeping sample constraints in mind, the HSB data provide an extremely valuable resource for bilingual education researchers. (RW)

ED 234 773 IR 020 035

Behrmann, Mike; Lahm, Liz

Critical Learning: Multiply Handicapped Babies Using Computers.

PUB DATE- 83
AVAILABLE FROM- Closing the Gap, P.O. Box 68, Henderson, MN 56044 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- *Computers; Electromechanical Aids; Exceptional Child Research; Infants; *Microcomputers; Mild Disabilities; *Multiple Disabilities; Physical Environment; *Sensory Aids; *Severe Disabilities; Young Children
IDENTIFIERS- PF Project

Research indicates that severely physically handicapped infants and toddlers are limited in the amount of interaction they can have with their environment, and that this might limit the amount they can learn from it, causing secondary handicaps and thus creating an even more handicapped individual. It is suggested that this cycle can be broken by using a microcomputer to give some of the environmental interaction back to the infant. To test this theory, a pilot research project is being conducted using students of a county health infant stimulation program as subjects. These subjects range in abilities from "at risk" (or mildly handicapped) to severely multiply handicapped. The general purpose of the project is to apply commercially available technology that is relatively inexpensive to the learning needs of developmentally young handicapped children. The research conducted thus far has begun to answer some basic questions about the ability of infants and toddlers to interact with microcomputers. A list of 13 references is included. (KC)

ED 234 848 JC 830 447

Thompson, Merle O'Rourke
A Workshop: Coping with Writing Anxiety.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Students; Attitude Change; Community Colleges; *Coping; Two Year Colleges; Workshops; *Writing Apprehension; Writing Instruction; *Writing Processes
IDENTIFIERS- *Thompson Writing Anxiety Survey

Since 1979, over 300 adults have participated in writing anxiety workshops at Northern Virginia Community College. The self-identified, self-diagnosed sufferers of writing anxiety have had problems in one or more of the following areas: letter writing, memo and report writing, writing for academic purposes, writing demanded of women reentering the work force, and writing required by new jobs. The 6-hour workshops were attended by 10 to 20 participants, who learned coping skills to deal with their writing anxiety. During the workshops, the first 2-hour session was devoted to identifying individuals' writing problems and explaining that writing causes anxiety because it is a reflection of personal reality, requires decision making, and involves hard work. In the second session, participants practiced pre-writing techniques, such as brainstorming, free-writing, and questioning, and discussed such organizational concerns as unity, coherence, order, and transition. During the final session, students implemented revising and editing techniques. A follow-up study using the Thompson Writing Attitude Survey demonstrated the effectiveness of the workshops in reducing writing anxiety. The survey instrument is appended. (LL)

ED 234 863 JC 830 467

Petersen, Allan L.; Berg, Ernest H.
Program and Course Approvals. Annual Report.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; *Credit Courses; Educational Legislation; *Noncredit Courses; *Program Validation; *State Legislation; *State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

As mandated under Title 5 of the California Administrative Code, this annual report to the Board of Governors of the California Community Colleges explains the current course approval process in the colleges and summarizes approval activities in the areas of credit courses and programs and non-credit courses. First, background information is presented on Section 55100 of Title 5, which requires that proposed educational programs be submitted to the Chancellor before being offered by a community college. Next, the approval process is outlined including the information to be submitted to the Chancellor's office. Following this is a section on credit course and program approvals for 1982-83. Next, information is presented on revisions of course and program approval procedures including the requirement that program summaries be presented two years in advance of program implementation. Finally, approvals of non-credit courses for 1982-83 and information on reductions in lecture and forum series (except those for older adults) and re-licensure courses are presented. This section includes information on changes in the number of non-credit courses offered between 1977-78 and 1982-83 and reasons for the changes. Section 55002 of the code, Standards and Criteria for Courses and Classes, is appended. (HB)

ED 234 926 PS 013 876

Dyson, William A.
Canadian Families: Victims or Vehicles of Social Change.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 15 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Economic Change; Economic Climate; Extended Family; Family Influence; *Family Life; *Family Problems; Foreign Countries; Organizational Objectives; *Social Change
IDENTIFIERS- *Canada

The transition from an industrial to a postindustrial society presents problems of unemployment, inflation, business failures, and high debt and interest rates. Additionally, this transition exerts a severe impact on individuals and the family unit. The family is shaped by political, economic, and social forces and in turn shapes these dynamics. Attempts have been made to rejuvenate personal and familial capacities and community enterprise. One organization devoted to such rejuvenation is the Vanier Institute of the Family, a group that monitors social changes in family and community life and promotes the well-being of Canadian families. Changes in family life that affect society are reflected in the labor force, business interactions, household attitudes, and community activities. The result of these changes is that the current cash economy is misperceived as the whole economy. Learning more about informal economy and establishing policies to encourage development may resolve the crisis of the welfare state. In general, people are becoming more self-reliant and developing interpersonal support systems based on cooperative relationships and new technologies. (BJD)

ED 234 953 RC 014 340

Voth, Donald E.; And Others
Estimating the Effects of Community Resource Development on County Quality of Life. Final Report.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attendance; Community Development; Industry; Job Training; Migration; Migration Patterns; *Models; *Program Evaluation; *Quality of Life; *Research Methodology; Rural Development; School District Spending; Socioeconomic Status; Unemployment; Youth
IDENTIFIERS- Arkansas; *Community Resource Development Projects; *Counties

The first effort to estimate the impact of Community Resource Development (CRD) programs of the late 1950's and 1960's on the quality of life in Arkansas counties had confusing results. Researchers developed an estimation model to measure the impact of CRD activity on the 1960-1970 and 1960-1980 change in quality of life and used data from CRD records and census and state records for 73 Arkansas counties classified as non-metropolitan in 1960. Quality of life constructs included county socioeconomic status, level of business and manufacturing activity, youth out-migration, school attendance, and education expenditures. While CRD programs generally had little effect on county quality of life, some CRD activity had unexpected results. For example, economic development and job training programs actually increased unemployment and youth out-migration. Although counties emphasizing special Area of Concern Committee activities experienced a small improvement in quality of life, CRD activity did not stimulate broad-based community development. Because of contradictory anecdotal evidence, the results were confusing, indicating possible measurement or data validity problems. The model should have associated specific inputs with specific goals and objectives rather than using a global assessment. Social service outputs should have been examined in greater detail. (SB)

ED 234 624 FL 013 943

Offenberg, Robert M.; And Others

An Individualized Multi-Media Bilingual Education Magnet Model. Evaluation of the First Year, 1976-1977. Report 7863. Title VII Project.

Philadelphia School District, Pa. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 78

GRANT- G00-760-4897

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Bilingual Education Programs; Chinese; Elementary Secondary Education; English (Second Language); French; Italian; Korean; *Magnet Schools; Portuguese; *Program Evaluation; Program Implementation; Second Language Learning; Spanish; Vietnamese

IDENTIFIERS- Pennsylvania (Philadelphia)

The first year of an individualized bilingual magnet project was evaluated. A total of 254 elementary and secondary students in Philadelphia participated. Multimedia bilingual education was provided to students of non-English speaking backgrounds at two sites. At the elementary site, bilingual education was offered in Spanish, Korean, Vietnamese, French, Italian, and Chinese. Evaluation of pupil performance objectives suggested that the magnet pupils acquired English more rapidly than did similar pupils city-wide. Dropout incidence in the high school group was very low, but no significant change in attendance was noted. (Author/RW)

ED 234 685 HE 016 610

Hispanics Access to Higher Education. Hearing before the Committee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Access to Education; *Cubans; Dropout Prevention; *Economically Disadvantaged; Elementary Secondary Education; Federal Programs; Financial Support; Hispanic Americans; Limited English Speaking; Low Income Groups; *Mexican Americans; *Postsecondary Education; *Puerto Ricans; Student Attrition
IDENTIFIERS- College Assistance to Migrants Program; Saint Augustine Community College IL; Talent Search

Hearings on the difficulties experienced by Hispanic (Mexican American, Puerto Rican, Cuban American) students in entering postsecondary education and ways to assist this population are presented. According to testimony, several legislative programs designed to serve economically disadvantaged students have failed to reach Hispanic students, because, among other reasons, program administrators are unfamiliar with Hispanic demographics. In addition, programs designed to recruit, admit, and support Hispanic students are being cut back or eliminated, and financial aid cutbacks are affecting a large number of Hispanic families. Attention is focused on the inability of school districts to educate Hispanic students and the difficulty of colleges to recruit and graduate the Hispanic students who complete high school. Institutional barriers and problems confronting Puerto Rican students in the United States and in Puerto Rico are also addressed. Attention is also directed to: junior college-level instruction serving adult Hispanics provided at St. Augustine College, Chicago; the college assistance to migrants program; a specialized high school in Washington, D.C., designed for Hispanic and other limited English-speaking youth; and the Talent Search Program. (SW)

ED 234 700 HE 016 626

Kapsis, Robert E.; Protash, William
Summer Motivation and Retention. Fall 1978 Freshman Cohort Study: Report No. 1.
City Univ. of New York, NY. Office of Institutional Research and Analysis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Persistence; College Attendance; *College Students; Dropout Research; Dropouts; Economically Disadvantaged; *Educationally Disadvantaged; *Enrollment Trends; Higher Education; Institutional Research; Longitudinal Studies; *Student Attrition; *Summer Schools
IDENTIFIERS- *City University of New York

The influence of summer experiences on the re-enrollment pattern of students at the City University of New York was studied. Students who began as first-time freshmen in fall 1978 were evaluated over a 2-year period. Information was available for 21,079 students; however, 1,466 students who completed associate degrees during the study period were excluded from the analysis. Major study findings were as follows: during the summer, economically and educationally disadvantaged students were more likely to drop out of college than were advantaged students; during the school year, advantaged and disadvantaged students had an equal chance of remaining in college; the summer is particularly crucial for academically underprepared students, who are nearly twice as likely as other students to drop out over the summer; attendance at summer school largely offsets the influence of disadvantage on re-enrollment behavior; precollege economic deprivation alone was nearly unrelated to dropping out, while precollege academic disadvantage alone or in combination with economic disadvantage, was strongly related to leaving college; and academically disadvantaged students were about three times more dependent upon their grade performance for retention than were others. (SW)

ED 234 759 IR 010 826

Allen, M. F.
Teaching BASIC. A Step by Step Guide.
People's Computer Co., Menlo Park, CA.
PUB DATE- 83
AVAILABLE FROM- People's Computer Co., PO Box E, Menlo Park, CA 94025 ($9.00, per copy plus $1.25, shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- Adolescents; Adults; Computer Literacy; Computer Oriented Programs; *Computer Programs; Instructional Materials; Introductory Courses; *Microcomputers; Programing; *Programing Languages; Teaching Guides
IDENTIFIERS- *BASIC Programing Language; ComputerTown

This three-chapter guide provides simple explanations about BASIC programming for a teacher to use in a classroom situation, and suggests procedures for a "hands-on" course. Numerous examples are presented of the questions, problems, and level of understanding to expect from first-time, adult users (ages 13 and up). The course materials are designed to work for all microcomputers and cover the Introduction to BASIC Course (representing 3 2- to 3-hour classes), as presented in ComputerTown classes for the general public. The goal is for students to understand the commands as tools, to gain an overall picture of how a microcomputer works, and to have a positive experience with computers. Topics in the first lesson include hardware, software, memory, commands (PRINT, LIST, RUN, GOTO), editing, and the break key. The second lesson covers variables, counting to infinity, INPUT, IF-THEN, and programming syntax and theory, while the third introduces string variables, nested loops, and the STEP and FOR-NEXT commands. An appendix contains the following course handouts: (1) Introduction to BASIC Programming; (2) BASIC: Getting Turned On; (3) Big Bucks Banking Automated Checking Program; (4) Rules for Variable Names; (5) Number Guessing Game; and (6) A Word on Buying Software. (LMM)

ED 234 789 IR 050 419

Skeen, Molly M.; Wessell, Deborah P.
A Basic Library for Savings Institutions. Second Edition.
Federal Home Loan Bank, San Francisco, Calif.
PUB DATE- 83
AVAILABLE FROM- Federal Home Loan Bank, 600 California Street, P.O. Box 7948, San Francisco, CA 94120.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Banking; Books; Business; *Information Sources; *Library Collections; Periodicals; Reference Materials; Special Libraries

This booklet provides brief descriptions of approximately 115 books, journals, looseleaf services, and reference materials pertinent to the thrift industry. It is noted that the bibliography can be used to establish a savings institution library or to update the collection of an existing one. Topics covered include finance, accounting, interest rates, legal and regulatory affairs, lending, management, marketing, operations, personnel, real estate and mortgage lending, savings institutions, and security. Membership prices are listed for material published by the U.S. League of Savings Institutions and other thrift-related organizations; nonmember prices are given for the publications of banking groups. The names and addresses of 50 business information publishers are also provided. (ESR)

ED 234 819 IR 050 453

Eckels, Diane Cole
Introductory Data Collection and Analysis.
Medical Library Association, Chicago, Ill.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Course Content; *Data Collection; Library Administration; *Library Research; Professional Continuing Education; *Questionnaires; Research Methodology; *Statistical Analysis; Statistics
IDENTIFIERS- *Library Statistics

Designed for persons with no prior knowledge of statistics, this continuing education course syllabus presents basic information on methods of data collection and analysis in libraries. It is noted that emphasis is placed on concepts rather than mathematical formulas and on reasons for using particular techniques. Topics covered include problem definition; study design; the advantages and disadvantages of using direct observation, historical records, published surveys, interviews, and questionnaires for data collection; the design, administration, and evaluation of questionnaires; random sampling; the tabulation and graphical representation of descriptive statistics; statistical estimation; statistical decisions; variance tests (the F test and analysis of variance); the Chi-Square test; correlation; and regression. Examples are provided of the use of data collection and analysis techniques in libraries. Also provided are a series of 12 problems to be completed, a list of important equations, an 11-item bibliography, and a core list of journals that report the results of research in library science. (ESR)

ED 234 940 RC 014 304

Swanson, Austin D.
Inter-District Cooperation among Rural Schools In A Post-Industrial Society. Revised.
PUB DATE- 20 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Individualized Instruction; Information Dissemination; Inservice Teacher Education; *Interdistrict Policies; Models; Resource Centers; *Rural Education; Rural Schools; *School Districts; School Role; Small Schools; State School District Relationship; Teacher Qualifications; Teacher Role; Technological Literacy
IDENTIFIERS- New York; *Post Industrial Society

The trends in post-industrial society toward decentralization, diversity, and individualization, with emphasis on synthesis rather than analysis, require educators who are more flexible, adaptable, and capable of managing diversity; this can prove advantageous to small and rural schools, which have long been using such a philosophy. Educators will become expert in managing information resources and designing learning experiences for individual students relevant to their needs, growth, and development. Optimal learning centers (schools) will serve 800-1,200 pupils, make maximum use of modern technology for information transfer, require fewer teachers with higher qualifications, and make extensive use of paraprofessionals and community resources. Educational services centers, like New York's Boards of Cooperative Educational Services, will provide shop-oriented occupational education; education for the severely handicapped; service technicians to repair electronic equipment; specialists in developing and adapting software; inservice teacher education; subject matter specialists; libraries of computer and video software; and mainframe computers, transmitters, and receivers too expensive for purchase by school districts. Rural school districts must act aggressively to create the necessary infrastructures for inter-district cooperation, integrate high technology into rural school organizational structures, and provide leadership in operationalizing schooling models appropriate for the post-industrial era. (MH)

ED 234 983 SE 042 808

Progress and Planning Report: K-12 Use of Computers in the Instructional Setting.
Worthington City School District, OH.
PUB DATE- 16 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Business Education; Computer Programs; Computer Science; *Computer Science Education; Elementary Secondary Education; English (Second Language); *Inservice Teacher Education; *Microcomputers; *Pilot Projects; Program Development; *Program Evaluation; *Program Implementation; Programing; Programing Languages; Teacher Workshops
IDENTIFIERS- LOGO Programing Language; Minnesota Educational Computing Consortium

This report examines the exploration and implementation of a multi-faceted approach to the use of computers in the instructional setting in the Worthington (Ohio) School District. Section I presents major steps which occurred during the 1981-82 and 1982-83 school years. These include formation of task forces, descriptions of major ways in which computers could benefit students/teachers (computer awareness, programming, courseware, and classroom management), pilot projects, information on community education, software selection, and a policy statement. Section II includes the findings/conclusions of the pilot projects (alternative campus, business, high school computer science, English as a second language, and Logo pilots) and a detailed account of the Minnesota Educational Computing Consortium (MECC) inservice program; background information, inservice design, findings, conclusions, and recommendations related to the MECC program are included in the latter. Recommendations resulting from the pilot projects as well as proposed projects are presented in section III). Five issues facing the school district are addressed in section IV. These issues focus on computer languages in the K-6 curriculum, teacher readiness, a "survey" course, software selection, and hardware selection. Supporting documentation, including MECC pre-/post-evaluation results and an MECC evaluation form is included in appendices. (JN)

Trent, William T.
Race and Sex Differences in Degree Attainment and Major Field

Distributions from 1975-76 to 1980-81.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- JHU-CSOS-339
PUB DATE- Jun 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; *Bachelors Degrees; *Black Colleges; Black Students; *Equal Education; Females; Higher Education; Hispanic Americans; *Majors (Students); Males; Minority Groups; National Surveys; *Racial Differences; *Sex Differences; White Students

Baccalaureate degree attainment for Blacks, Hispanics, and Whites for 1975-1976 and 1980-1981 are compared by major field and sex, based on data from the Higher Education General Information Survey (HEGIS). Attention is directed to degree distributions overall, by major field, and for blacks graduating from predominantly black and from predominantly white institutions. Findings include the following: the nonwhite or minority share of all bachelor degrees increased only slightly--by about one percent from 1975-1976 to 1980-1981; females have made considerable gains in their share of bachelor degrees during this period; the male share of bachelor degrees declined by 4.4 percent, and predominantly black institutions continue to play a very substantial role in the production of black baccalaureate degree holders. Comparisons are made using two bases of parity--the college-age cohort or population base and the availability pool of minorities entering college. It is concluded that equity in degree attainment was not much closer in 1980-1981 than 1975-1976 for minorities, despite the progress of females during this period. It is suggested that strategies to encourage women's and minorities' interest in science and math should be initiated early in their school careers. (SW)

ED 234 671 HE 016 569

Boyer, Laura M., Comp.; And Others
Grants and Proposal Writing. Revised.
University of the Pacific, Stockton, CA. Library.
PUB DATE- Nov 82
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Databases; Directories; Federal Aid; *Financial Support; Fund Raising; *Grants; *Grantsmanship; Higher Education; Information Retrieval; Information Services; *Information Sources; Private Financial Support; *Proposal Writing; Publications; State Aid

An annotated bibliography of publications providing information on grants and proposal writing is presented. University of the Pacific offices at which each publication can be obtained are also indicated. The publications are categorized as follows: basic grant directories; additional directories/books; how-to-do-it; foundation grants and sources of information (general, state--California, and international foundation directories); government grants and sources of information (general, individual federal agencies, and individual state agencies); corporate/business grants and sources of information; community foundation grants and sources of information; subject sources (general and specific subjects); proposal writing and grantsmanship; fund raising; newsletters and periodicals; information/subscription services; computerized search services/databases; and bibliographies. A title index is appended. (SW)

ED 234 715 HE 016 663

Hopkins, David S. P.; Massy, William F.
Planning Models for Colleges and Universities
REPORT NO.- ISBN-0-8047-1023-6
PUB DATE- 81
AVAILABLE FROM- Stanford University Press, Stanford, CA 94305
($29.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Guides; Budgeting; College Faculty; *College Planning; Computer Oriented Programs; Costs; Financial Policy; Flow Charts; Higher Education; Human Resources; *Long Range Planning; Mathematical Models; Matrices; *Models; Prediction; Simulation
IDENTIFIERS- *Stanford University CA

Drawing on the authors' extensive experience at Stanford University as well as the work of others, this book offers the first systematic approach to fiscal and human resource planning at colleges and universities. It shows how decision models can and should become an integral part of the planning process. The uses and misuses of planning models in general and the principles and methodologies for developing them are discussed. Specific models useful at Stanford and elsewhere are described that have covered such problems as: medium- and long-range forecasting; estimating resource requirements and variable costs of programs; financial equilibrium; faculty appointment, promotion, and retirement policies; enrollment prediction; and applying value judgments to financial alternatives. The final chapter discusses the applicability of the Stanford-based planning models to other schools. Extensive tables appear throughout. Included in the 12 appendices are: other modeling projects at Stanford; a budget model for need-based financial aid programs; matrix calculation of final allocation coefficients; a brief technical description of the Stanford Investment Simulator; computer printout from a sample session with the University Planning Model; and a case study from the University of Northern California. (LB)

ED 234 805 IR 050 437

Wallace, Danny P.

Performance Measures in Illinois Special Libraries. Illinois Library Statistical Report No. 8.
Illinois State Library, Springfield.
PUB DATE- Jul 83

AVAILABLE FROM- Illinois State Library, Centennial Bldg., Springfield, IL 62756 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; *Data Collection; *Library Administration; Library Services; Library Surveys; Library Technical Processes; Questionnaires; *Recordkeeping; *Special Libraries; *Statistical Data; Tables (Data)
IDENTIFIERS- *Illinois; *Library Statistics; Performance Indicators

A survey of 301 Illinois special libraries was conducted in 1982 to determine the number and type of statistics collected by these libraries and the ways in which these data are used. The mean number of statistics collected was reported as 10, including both technical and public service measures. Measures kept regularly by at least 50% of the respondents included items received on interlibrary loan (ILL), periodical titles received, items cataloged, items sent on ILL, items received, items borrowed, items in collection, items ordered, and photocopies received. It was also reported that data collected were used for reports to management, financial and budgetary concerns, user and use analysis, collection analysis and inventory, reports to external agencies, personnel considerations, establishment of goals and objectives, and answering questionnaires. Data cross analyses were conducted by library subject area, the for-profit or not-for-profit status of the library's parent organization, size of primary clientele and library professional staff, and the level of management (middle or upper) to which the librarian reports. This document describes survey methodology and results and presents case studies concerned with the collection and use of statistical data in three special libraries. Appendices provide a sample questionnaire, eight reference tables, and a 16-item bibliography. (ESR)

ED 234 834 JC 830 431

Lovell, Ned B.; And Others
Illinois Community College Grievance Procedure Analyzer.

Illinois Community Coll. Trustees Association, Springfield.; Illinois State Univ., Normal. Center for the Study of Educational Finance.; Illinois State Univ., Normal. Office of the President.
PUB DATE- 83
AVAILABLE FROM- Center for the Study of Educational Finance, DeGarmo 331, Illinois State University, Normal, IL 61761 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Arbitration; *Collective Bargaining; *Community Colleges; Contracts; *Grievance Procedures; State Surveys; Two Year Colleges
IDENTIFIERS- *Illinois

The study described in this report analyzed the status of grievance procedures in the Illinois community colleges that engage in collective bargaining. Following an introductory chapter offering a rationale for the study, chapter 2 provides an analysis of existing grievance procedures in the colleges based on a study of the collective bargaining contracts of 20 schools. The analysis covers definitions of "grievances," the extent of the issues that may legitimately be "grieved," eligible grievants, steps and time limits in the procedures, expedited grievances, no-reprisal clauses, sources of arbitrators, limitations on arbitrators' authority, and conditions of arbitration. In chapter 3, findings are presented from a survey, of 19 college administrators, which focused on the colleges' bargaining experience, first contracts, and grievance arbitration history; the number and types of issues grieved between 1979 and 1982; the impact of the definitions of grievance and the grievance procedures on college governance and institutional relationships; time expended in the grievance process; arbitration costs; respondents' perceptions of the arbitration process, of arbitrators' knowledge of community college organization and governance, and of the beneficiaries of grievance arbitration; attorney involvement; arbitration outcomes; and the involvement of the courts. The report concludes with a discussion of future directions and the implications of study findings. (LL)

ED 234 849 JC 830 448

Zigerell, James, Ed.

The Catalog of Mass Media College Courses: A Selective Listing of Lower Division Undergraduate Courses Available for Lease or Purchase. Third Edition.

American Association of Community and Junior Colleges, Washington, DC. Instructional Telecommunications Consortium.

REPORT NO.- ISBN-0-87117-127-9

PUB DATE- 83

AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Audiovisual Instruction; Community Colleges; *Educational Radio; *Educational Television; *Instructional Materials; *Resource Materials; *Telecourses; Two Year Colleges; Undergraduate Study

This catalog provides descriptive information about 107 lower-division undergraduate telecourses, useable as self-contained instructional units, produced to be used outside the producer institution, and suitable for use on either open air or cable modes. Course descriptions are provided under the following headings: Adult Skills and Leisure; Business Skills, General Business, and Management; Computers; Fine Arts, Humanities, and Foreign Languages; Health and Health Occupations; History and Social Sciences; Mathematics and Science; and Teacher Aide and Teacher Education. Each course description includes the following information: course title, video and/or audio media, producer, production date, course description, study materials, program titles, and source of availability. (LL)

ED 234 882   JC 830 830

Hodgkinson, Harold L.
Guess Who's Coming to College: Your Students in 1990.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education

(ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Birth Rate; College Attendance; *College Students; Demography; *Enrollment Influences; *Enrollment Projections; Futures (of Society); Higher Education; Minority Groups; Opinion Papers; Population Trends; Trend Analysis
IDENTIFIERS- PF Project

Demographic changes, especially changes in the birth cohort, will have a major impact on college enrollments. The passing of the Baby Boom generation may cause the closure of many colleges in the 1980's. The post-Baby Boom decline in births was almost completely a Caucasian phenomenon; the percentage of minorities is increasing dramatically, especially in the Sun Belt. The number of high school graduates from the Sun Belt will increase in less than a decade (in contrast to about 15 years for the population as a whole) with a high percentage of minorities. Thus, it behooves the higher education community to do everything it can to make sure that minority students become college eligible. Additional factors affecting enrollments will be the number of youths moving from high school directly into jobs, the availability of postsecondary education other than colleges and universities, the educational problems of students from single-parent families, the lack of funds for student aid in the Sun Belt, and the educational needs of the over-65 age group. (DC)

Marzano, Robert J.
Toward a Model of Higher Order Thinking Skills.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Basic Skills; *Cognitive Processes; *Curriculum Development; Elementary Secondary Education; *Fundamental Concepts; *Learning Processes; *Models
IDENTIFIERS- *Propositional Abilities

Concepts, propositions, proposition sets, and process patterns are discussed as elements of a model of language-related basic thinking skills. The term "concept" is defined and illustrated, and a model of concept attainment is briefly described. Illustrations are offered for a set of 430 basic concept clusters intended for use as a concept curriculum in kindergarten through sixth grade. In addition, the term "proposition" is defined and illustrated. Elementary and secondary school course content is perceived as consisting of sets of propositions. Five basic ways propositions can be related to one another are specified, and a few of these relationships are exemplified. Propositions are thought to be related referentially, temporally, causally, additively, and contrastively. It is argued that the extent to which students recognize the five basic types of relationships and their subtypes governs their ability to process information. The five basic types of relationships among propositions are also seen as being used to link large blocks of propositions into proposition sets. Processes considered fundamental to education (input, organization, and output) are defined, and two basic organizational processes (generalizing and evaluating) are illustrated. Concluding sections hierarchically order the elements of the model of thinking skills and point out instructional implications. (RH)

ED 234 969 RC 014 370

Trueblood, Cecil R.; Flanagan, Kathleen R.
The Role of Microcomputers in Rural Schools.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Problems; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Curriculum Development; Educational Research; Elementary Secondary Education; Mathematics Instruction; *Microcomputers; *Problem Solving; Rural Environment; *Rural Schools; School Districts; Small Schools; *Teacher Attitudes; Teleconferencing; Use Studies; Word Processing
IDENTIFIERS- Computer Networks; *Keystone Central School District PA; Pennsylvania (Central)

The experience of Central Pennsylvania's Keystone Central School District (KCSD) illustrated how microcomputers can help solve some of the characteristic problems of rural schools. KCSD's Renovo Elementary School has 3 stand-alone microcomputers and the district's Buckeye High School has 12 networked microcomputers. One major benefit of the microcomputers has been to improve communication in the district; like many rural school districts, it encompasses a wide geographic area, has many widely-separated small school sites, and is isolated from major colleges, universities, and other sources of information. KCSD has found that word processing allows the fast preparation of reports and instructional materials which can be distributed via modem throughout the district. Also, electronic mail allows faster, closer communication among schools and between the administration and the various schools. Finally, on-line discussion with educational consultants is both faster and more economical than site visits. Another major benefit of microcomputers has been to address successfully the educational problems of keeping individualized records (especially as required for handicapped students by PL 94-192), improving testing and learning, increasing the quality of basic mathematics instruction, developing computer awareness among faculty and students, and increasing teacher interest in classroom research and curriculum development. (SB)

ED 234 572 EC 160 445

Hilton, Alan
Dealing Effectively with Non-Compliant Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Modification; *Behavior Problems; Elementary Secondary Education; *Intervention; *Reinforcement; *Severe Disabilities

Guidelines are offered for dealing with noncompliant behavior in severely handicapped students. Eight steps in developing interventions for such behaviors are listed, and three are dealt with in detail: defining noncompliance, establishing causes for non compliance, and providing a number of interventions for each cause. Noncompliance is viewed from the perspective of reinforcement. Causes are seen to include the seeking of attention, escape from demands, and boredom. The importance of identifying the type of noncompliance prior to intervention is emphasized, and suggestions are offered for ways to deal with attention seeking (such as using differential reinforcement of behavior), escape (including making the situation more enjoyable and teaching an acceptable way of not complying) and boredom (such as increasing difficulty and revising the program). (CL)

ED 234 589 EC 160 482

Chronicle of Academic and Artistic Precocity, Vol. 1, No. 2, March/April 1982.
Arizona State Univ., Tempe, Dept. of Special Education.
PUB DATE- 82
AVAILABLE FROM- Chronicle of Academic and Artistic Precocity, c/o PSAP, Department of Special Education, Arizona State University, Tempe, AZ 85287 ($7.50 per year).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Journal Articles (080)
DESCRIPTIONS- Computer Assisted Instruction; *Computers; Elementary Secondary Education; *Gifted; *Museums; *Science Programs; Testing

The chronicle describes programs and offers other information relevant to the education of gifted students. The following are among the articles and features contained in this issue: "Science Museums and Gifted Students" (about the role of science centers in the education of gifted students) by M. Hyman; tips for students on Advanced Placement Program examinations by C. Benbow and J. Stanley; "Announcing Arizona's First Computer Camp" by P. Walkington; an article giving the life history of Wolfgang Amadeus Mozart by C. Irwin; "Accelerate with Apples" (on computer assisted instruction using the Apple II computer) by J. Boyle; and a puzzle of the month. (SW)

Robertson, Daniel L.
Toward a Model for ESL Program Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *English (Second Language); Evaluation Methods; Higher Education; Models; *Program Evaluation; Second Language Programs

The variables that must be considered in English as a second language (ESL) program evaluation, major educational evaluation models, and a standards-based model for ESL program evaluation are discussed. Different ESL programs are examined including intensive programs and adult and university programs. Program variables such as subject matter, learner characteristics, academic setting, and length and intensity of training are addressed. Commonly used models for program evaluation are noted, such as systems analysis, behavioral objectives, management analysis, goal-free, art criticism, professional review, adversarial, and case study. The features of these models are related to problems presented by the ESL field. It is shown that, while all of these models can contribute to ESL evaluation, each is inadequate by itself to fairly evaluate ESL programs. A model for ESL program evaluation is presented which is based on standards for educational evaluations rather than on different kinds of evaluation approaches. This composite model draws upon features of other models and provides a mechanism for defining the evaluation problem and designing the evaluation. (Author/RW)

ED 234 744 IR 010 810

EduCable. Evaluation of Station KUON-TV, Lincoln, Nebraska. Cable Television Research Program Demonstration. CPB Technical Report #8006.

Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cable Television; Distance Education; *Educational Television; Feasibility Studies; Information Needs; Information Networks; Program Evaluation; *Public Television; Questionnaires; Rural Areas; State Programs; *Television Viewing
IDENTIFIERS- Corporation for Public Broadcasting; Nebraska

Documentation of the status of the University of Nebraska-Lincoln Television Department's Cable Television Communications Research Project is provided, along with a report of an evaluation which was undertaken both to determine the impact and effectiveness of the EduCable program service to cable system subscribers and to assess the viability of continuing the specialized-programming cable system service. Background information explains the project objectives, which included the investigation of the appropriate relationship between a public television state network and local cable systems serving the same audience, and the development of a practical, operational and technical system to meet local needs. Activities are described for the following three project phases: (1) research and development (Phase I); (2) analysis of Phase I data and definition of communications and information strategies with governmental and civic agencies which could be supplying information; and (3) initiation of the EduCable program service. Additional sections provide details on the EduCable service, the evaluation process, findings and conclusions, and future project plans (Phase IV). Appendices include the EduCable Programming Evaluation Questionnaire, a letter of commitment from Cox Cable of Omaha, letters of support from governmental agency information suppliers, and a summary of EduCable Demonstration programming hours. (LMM)

ED 234 774 IR 020 047

Hunter, C. Bruce
A Guide to Selecting Educational Software.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Guidelines; Instructional Materials; *Media Selection; Microcomputers; Word Processing
IDENTIFIERS- PF Project; Software Evaluation

There is an abundance of educational software available, the quality of which ranges from invaluable to a waste of money. The following guidelines should make shopping for software as painless as possible: (1) know your objectives; (2) be sure the software fits your equipment; (3) consider dealer support; (4) consider brand names first; (5) check the evaluations; (6) find out if you can make copies; and (7) keep in mind the capabilities of your students. After you have purchased your software, make backup copies (if possible), teach your students how to take care of the software, and check all copies periodically. Word processing can be a useful tool in English classes, not only as an instructional tool but as a piece of equipment as well. When purchasing a word processing program, follow the general guidelines for software selection. (DC)

ED 234 775 IR 020 048

Magaro, John D.
Guidelines for Off-Air Copyimg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Broadcast Television; Cooperative Planning; *Copyrights; Guidelines; *Legal Responsibility; Standards; *Videotape Recordings

IDENTIFIERS- *Off the Air Recordings; PF Project

Nine guidelines developed by a negotiating committee are presented which apply the fair use doctrine to the recording, retention, and use of television broadcast programs for educational purposes. A brief background on the committee (appointed by Congressman Robert Kastenmeier) and its actions is included. (DC)

ED 234 864 JC 830 468

Nussbaum, Tom
Minimum Standards for Instructional Programs, Faculty and Facilities.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *College Faculty; *College Instruction; College Programs; *Community Colleges; *Educational Facilities; Facility Planning; Faculty Evaluation; *State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report highlights recommendations to the Board of Governors of the California Community Colleges for new minimum standards in the areas of instructional programs, faculty and facilities. Part I describes prior attempts to address the question of minimum standards in the community colleges and responds to the Educational Policy Committee's review and analysis of accreditation and the scope of statewide standards. Part II provides a revised analysis and recommendations concerning: (1) instructional programs, which cover program objectives, course and program approval, curriculum balance, program review, articulation with high schools and four-year institutions, information dissemination, academic calendar, criteria for credit and non-credit courses, class size, and program priorities; (2) faculty standards, which deal with the adequacy of education and training, sufficiency of faculty numbers, faculty evaluation, in-service training and professional growth, academic freedom, compensation, terms of employment, faculty role in governance, core faculty, and affirmative action; and (3) facilities standards, including the adequacy of libraries and learning resources and facilities planning. Part III provides staff proposals for new minimum standards in these areas. Appendices include current minimum standards, criteria, and sample language for minimum standards. (HB)

ED 234 912 PS 013 855

Poteet, G. Michael
A Reliable Measure of Children's Peer Sociometric Status.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Research; Elementary Education; *Elementary School Students; Measures (Individuals); Peer Evaluation; Peer Relationship; *Rating Scales; *Research Problems; *Sociometric Techniques; *Test Construction; *Test Reliability

Basically, two different forms of the sociometric technique for assessing children's peer status exist: peer-nomination and peer-rating. Although more popular, the peer-nomination technique has several psychometric deficiencies; these limit research efforts attempting to identify correlations between peer sociometric status and other social variables. The peer-rating technique has not been widely adopted despite its superior psychometric properties. To develop a reliable sociometric instrument, a peer-rating test using a 5-point Likert-type scale was administered to 144 children in seven fourth- and fifth-grade classrooms. Students' names were presented in a random order on two forms of the test. One form centered on the context of work; the other centered on play. Retest data were collected from 6 to 9 weeks later. Using data combined from work and play forms of the measurement instrument, test-retest reliability coefficients (stability coefficients) were calculated for both-sexes, same-sex, and opposite-sex ratings of sociometric status. Comparisons were also made between opposite- and same-sex peer ratings and between work and play ratings. Results suggested that peer-rating forms of sociometric tests are reliable and psychometrically acceptable methods for measuring peer sociometric status. (The work form of the peer-rating scale is appended.) (RH)

Offenberg, Robert M.; And Others

An Individualized Multi-Media Bilingual Education Magnet Model. Evaluation of the Second Year, 1977-1978. Report 7965. Title VII Project.

Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 79
GRANT- G00-760-4897
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Attendance; *Bilingual Education Programs; Chinese; Elementary Secondary Education; English (Second Language); French; Italian; Korean; Language Skills; *Magnet Schools; Portuguese; *Program Evaluation; Second Language Learning; Spanish; Vietnamese
IDENTIFIERS- Pennsylvania (Philadelphia)

The second year of an individualized multimedia bilingual magnet school project for non-English speaking background students in Philadelphia was evaluated. Approximately 275 students participated in programs at two sites. Bilingual multimedia learning centers containing materials for individual and small-group instruction and computer terminals for computer-aided instruction were formed at each site. Students from Korean, Spanish, Portuguese, Chinese, French, Italian, and Vietnamese speaking backgrounds were provided bilingual instruction as well as instruction in English as a second language. Improvement in English aural comprehension, English reading scores, English speaking skills, Spanish reading scores, attendance, and retention in school were comparable to or greater than those of comparison groups. (Author/RW)

Chan, Kenyon S.; So, Alvin Y.
The Impact of Language of Instruction on the Educational Achievement of Hispanic Students.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-6
PUB DATE- Oct 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Bilingualism; English; High School Students; *Hispanic Americans; *Language of Instruction; Longitudinal Studies; National Surveys; *Reading Achievement; Secondary Education; Spanish

The impact of language of instruction (Spanish or English) during elementary school on the subsequent educational achievement of Hispanic students in high school was examined. Data from the "High School and Beyond" study, a longitudinal study of 58,000 high school sophmores and seniors, were analyzed. Three types of elementary school situations were identified: the language of instruction was either predominantly English, mixed English and Spanish, or predominantly Spanish. Students classified as limited or non-English speaking in mixed language classrooms performed better in reading and math than their peers with similar backgrounds in both predominantly English and predominantly Spanish classrooms. Students in predominantly English classrooms had reading achievement scores in the middle range and the lowest math scores. Students in predominantly Spanish classrooms had the lowest reading achievement scores. It is concluded that different languages of instruction have varying influence on educational achievement, and that dual language learning enhances general linguistic skills. (RW)

ED 234 730 HE 016 690

Dickmeyer, Nathan
The Impact of Federal Student Assistance on Tuitions, Institutional Student Aid and Alumni Giving.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 18 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Alumni; Donors; Expenditure Per Student; *Federal Aid; *Financial Support; Higher Education; Instructional Student Costs; Private Colleges; Program Costs; State Colleges; *Student Financial Aid; *Tuition
IDENTIFIERS- *National Comm on Student Financial Assistance

The effect of changes in federal support of student financial aid on tuition pricing, institutional funding of student aid, and alumni giving during 1978 to 1981 was studied with 388 colleges and universities. Private colleges with increasing enrollments were more likely to hold tuitions down than were those with decreasing enrollment. Increased federal fund revenues in total were not associated with increases in tuition; however, federal fund increases per student were associated with tuition increases. For public colleges, increased federal funds were associated with slightly increased tuitions. For both private and public colleges, increased federal funding was associated with increased institutionally funded student aid and with higher administrative and instructional costs. There was little effect of federal funding on alumni giving, with the exception that increases to Guaranteed Student Loans were associated with decreased alumni giving at private colleges and with slightly diminished restricted gifts at public colleges. It is suggested that increased federal grant as opposed to loan support will allow institutions to shift some funds from scholarships to meet inflationary cost increases in instruction and administration. Information on the research methodology and regression results is appended. (SW)

ED 234 760 IR 010 827

A Summary of Research on Potential Educational Markets for Videodisc Programming.
Nebraska Univ., Lincoln.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- CPB-TR-8003
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Attitudes; *Audiovisual Aids; Elementary Secondary Education; *Expenditures; Higher Education; Input Output Devices; Instructional Materials; Marketing; *Public Television; Use Studies; *Videodisc Recordings; *Video Equipment
IDENTIFIERS- *Market Research

This project paper summarizes two previous market research reports, both Phase I task reports submitted to the Nebraska Educational Television Network: "Potential Educational Markets for Videodisc Programming" (January 1979) and "Potential Educational Markets for Videodisc Programming: Report on Three Focus Groups" (September 1979). The summary of the first report focuses on (1) expenditures for audiovisual media and video hardware and software; (2) software and hardware markets; (3) the projected growth of educational market segments and associated audiovisual expenditures; (4) adult education; (5) subject or course-related segments that can serve as an indicator of potential demand for specific types of videodisc programs; and (6) the implications of the findings for a public television licensee. The remainder of the document discusses results of the second report, in which three focus groups were conducted with the audiovisual media directors from secondary schools, college professors of business administration, and providers of computer assisted instruction, to discuss videodisc applications in education. Specific topics addressed include the how and why of focus groups, current uses of audiovisual media, barriers to the use of audiovisual media, and reactions to videodisc technology. Recommendations are included. (LMM)

ED 234 790   IR 050 420

Redmond, Linda, Comp.; Peaco, Freddie, Comp.
Becoming a Volunteer: Resources for Individuals, Libraries, and Organizations. Reference Circular No. 81-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Feb 81
AVAILABLE FROM- Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- Annotated Bibliographies; Braille; Check Lists; *Library Materials; *Library Services; National Organizations; *Physical Disabilities; *Public Libraries; Talking Books; *Visual Impairments; *Volunteers

This circular lists contact organizations, possible volunteer activities, and related publications for individuals interested in volunteering their services on behalf of visually and physically handicapped readers and for libraries interested in starting or expanding volunteer programs. Descriptions of several national organizations concerned with volunteerism are followed by a check list of volunteer activities in libraries, including collection maintenance and circulation activities, direct services to patrons, outreach and administration tasks, and activities related to the production of materials and repair of equipment for the handicapped. Also provided are annotated listings of 14 manuals and guidebooks related to materials production and services for the handicapped and 46 books, pamphlets, periodicals, and other publications covering volunteer management, recruitment, recognition, training, and placement in libraries. The price and address for ordering each publication are given. A list of other reference circulars and bibliographies published by the National Library Service for the Blind and Physically Handicapped concludes the document. (ESR)

ED 234 820 IR 050 455

The Library of Congress 1982. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1982.
Library of Congress, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; *Cataloging; Library Acquisition; Library Administration; Library Automation; Library Collections; *Library Extension; Library Facilities; *Library Networks; Library Planning; *Library Services; *National Libraries; *Online Systems; Preservation
IDENTIFIERS- *Library of Congress

This booklet summarizes the FY 1982 activities of the Library of Congress (LC) in seven areas: (1) collection development and acquisition; (2) collection housing; (3) collection preservation; (4) cataloging and automation planning and networking; (5) services to Congress, including the Congressional Research Service, the Automated Information Services, and the Law Library; (6) services to the public, including the coordination of library visits and tours, the organization of exhibits, the publication of a quarterly journal, 45 reference works, and other materials, and the activities of the National Library Service for the Blind and Physically Handicapped and the Copyright Office; and (7) library administration and staffing. Also provided are brief descriptions of LC history and functions and the November 1981 dedication of the James Madison Memorial Hall, a new LC exhibition space. It is noted that more comprehensive information on LC activities is found in the "Annual Report of the Librarian of Congress for the Fiscal Year Ending September 30, 1982." (ESR)

Cocking, Rodney R.
An Editor's View of the State of Applied Developmental Psychology.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Criteria; *Developmental Psychology; Opinion Papers; *Periodicals; *Research Needs; *Research Reports
IDENTIFIERS- Acceptance; *Applied Developmental Psychology; *Manuscripts; Research Practice Relationship; Research Priorities

Addressed are issues and problems of definition that arose in establishing a new scientific journal. Specifically, the problems considered are those confronting the "Journal of Applied Developmental Psychology" (JADP) in its first 5 years of existence. The first matter of definition discussed is the editor's role. Ways in which editorial power was used in attempts to influence the direction of the JADP are traced, and problems in giving definition to a somewhat hybrid field such as applied and developmental psychology are indicated. Three areas considered important for applied developmental research are specified, as are criteria for acceptable applied developmental research. Also discussed are aspects of publishing, including acceptance rates, quality of manuscripts, probability of publication, and factors affecting acceptance/rejection of articles. Concluding remarks delineate impressions of the way the field of applied developmental psychology is perceived. It is recommended that the discipline aim to establish a clearer identity and work to specify problem areas for which little data exist and for which applied developmental analysis could be useful. (RH)

ED 234 954 RC 014 341

Black Mesa Community School: Ten Years Later. A Progress Report.

Black Mesa Community School Board, Inc., Chinle, AZ.

SPONS. AGENCY- Navajo Tribe, Window Rock, Ariz.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; American Indian Reservations; American Indians; Community Characteristics; *Community Development; Elementary Education; *Program Design; Program Evaluation; Rural Development; *Self Determination; Small Schools
IDENTIFIERS- Arizona (Black Mesa); *Black Mesa Community School AZ; *Navajo (Nation)

The Black Mesa Community School, serving elementary school children in an isolated district of the Arizona Navajo reservation, represents the first step in Indian self-determination for area Navajos. The school is the result of community efforts begun in 1972 with a petition to operate a full-time school program for grades K-4 at Kitsilee. Continued community efforts included the operation of a local satellite school for grades K-8 and the 1977 attainment of independent status for the school. Classroom teachers and a Title I reading and ESL teacher now serve the three regular classrooms: pre-kindergarten and kindergarten, grades 1-4, and grades 5-8. The individualized school program, based on gradual transition from Navajo to English intruction and from a Navajo to a global cultural outlook, attempts to provide students with the skills necessary to succeed off the reservation while supporting the culture and values fundamental to life on the reservation. Although some weaknesses still exist, including impassable roads, temporary facilities, and funding difficulties, the Black Mesa school has resulted in community development including water, sewer, and electricity services; greater home-school contact; increased community pride and satisfaction; and improved student self-images. (SB)

ED 234 984 SE 043 142

Nkaonja, Maria I.
An Evaluation of the UNESCO Primary Science Pilot Project in Malawi. African Studies in Curriculum Development and Evaluation No. 70.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Academic Achievement; Attitude Change; Curriculum Development; Curriculum Evaluation; Curriculum Problems; Elementary Education; *Elementary School Science; Foreign Countries; Pilot Projects; Program Effectiveness; *Program Evaluation; *Science Curriculum; Science Education; *Science Programs; *Student Attitudes; Teacher Effectiveness
IDENTIFIERS- *Malawi; Science Education Research; UNESCO

This study was conducted to examine the effectiveness of the UNESCO Primary Science Project being piloted in Grade 5 in selected Malawi schools. Specific objectives included determining: (1) differences in performance and attitudes between students following the UNESCO program and students following the old primary science program and (2) problems being faced by the UNESCO program in the trial schools which were not foreseen by program developers. The major findings indicate the following: there was a significant difference in achievement (in favor of the new program); a greater number of students in trial schools believe they should learn science; little difference exists between schools in student choice of teaching science as a career; about one-third of students in both trial/control schools find science difficult; and several implementation problems (such as large classes, unavailability of resource materials, lack of storage space, low level of understanding when science is taught in English, and others) are faced by the trial schools. These findings (not applicable to all schools because the sample was limited to Lilongwe City schools) suggest that the UNESCO program is bringing about significant improvement in students' science understanding and that the pilot program is helping students develop a more positive attitude toward science than the current science program. Specific recommendations and supporting documentation (in appendices) are included. (JN)

ED 234 608 FL 013 920

McKee, Macey B.
The Propaganda Game in the ESL Classroom.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Critical Reading; *Critical Thinking; *Educational Games; *English (Second Language); Learning Activities; Second Language Instruction; Teaching Methods

A classroom game designed to promote critical reading and critical thinking in the English as a second language (ESL) instructional setting is described. The game offers problems whose solutions require the use of language. Students are divided into teams facing a screen. They are shown a passage or dialogue while the teacher reads it aloud. Each student then votes for a flaw in argumentation or language use that the student observes. The teacher announces the plurality vote and the team members consult to see if they wish to challenge the plurality vote. If there is a challenge, a defender from another team is appointed and a debate ensues. This is followed by a group discussion guided by the teacher. The process is repeated, with about 8 to 10 passages being reviewed and argued in a typical class period. Students seem to enjoy this type of class activity while test scores seem to improve due to participation in this game. This game allows the ESL student to realistically practice language while examining an actual language problem. (RW)

ED 234 657 HE 016 552

Revenue Bonds to Finance College and University Programs. Hearing and Markup before the Subcommittee on Fiscal Affairs and Health and the Committee on the District of Columbia. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 6010 and H.R. 6276 to Amend the Revenue Bond Section of the Home Rule Act for the Purpose of Providing for Student Loans. (May 26 and June 23, 1982).

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Access to Education; *Bond Issues; *College Programs; *Educational Finance; *Federal Legislation; Financial Support; Higher Education; *Income; *Student Loan Programs
IDENTIFIERS- *Home Rule Act (District of Columbia)

Testimonies are presented on two bills to amend the revenue bond section of the Home Rule Act to permit the District of Columbia to sell revenue bonds to borrow money to finance student loans. The issue regarding H.R. 6010 and H.R. 6276 is whether the District should be allowed to make its own determination regarding the advisability of establishing a loan program backed by the sale of revenue bonds. Because bonds issued to finance college programs would not have any federal or local governmental guarantees, their success would be largely dependent on the creditworthiness of participating educational institutions and the individual borrowers. The legislation is important to colleges and universities as well as to students, since without adequate financing, students will not be able to afford higher education and enrollment could drop heavily. About one-half of the students enrolled in the District's higher education institutions come from the Washington metropolitan area. With the efforts to cut back on student aid generally, universities in the District need to seek some other sources of student loan funds. A chart featuring the state income taxability of municipal bonds by the 50 states and the District of Columbia is presented that includes both individual and corporate investors. (SW)

ED 234 672 HE 016 570

Evans, P.; And Others

The Ontario Test of English Achievement. The Final Report on Its Development.

Council of Ontario Universities, Toronto.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Jul 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Freshmen; *English; Expository Writing; Foreign Countries; Grammar; Higher Education; Language Skills; *Language Tests; Language Usage; Reading Comprehension; *Screening Tests; Sentence Structure; *Test Construction; Test Use; *Test Validity; Vocabulary Skills; Writing Skills; Written Language
IDENTIFIERS- Canada; *Ontario Test of English Achievement

Information on the Ontario Test of English Achievement is presented. Attention is directed to the background and objectives of the test, test development, subtest characteristics and properties, validity, and recommendations concerning test use. The objective of the test was to determine the language competence of incoming students to assist universities in tailoring first-year English courses to meet students' needs. The components tested are the ability to read, write, plan, and develop a theme; and competence in the use of the mechanics of language. The reading comprehension subtests contain multiple-choice questions of six reading passages, four of which are based on economics. The thesis development subtest contains questions that require the identification of appropriate first and last sentences, essay outlines, supporting arguments, theses, and topic sentences. The language subtests cover spelling, grammar, diction/usage, and sentence structure. The topic for the written English subtest is expository (point of view or argument). Appendices include a report on scorer reliability and an analysis of the special problem of pre- and post-testing students in the area of written English. (SW)

ED 234 686 HE 016 611

Oversight on Student Loan Collections. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 19 May 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Agency Role; Compliance (Legal); Federal Government; Federal Regulation; *Financial Problems; Higher Education; Legal Responsibility; *Loan Repayment; *Private Agencies; *Public Policy; *Student Loan Programs; Student Responsibility

IDENTIFIERS- *Debt (Financial); *Department Of Education

Hearings on the question of debt collection on student loans are presented. It is noted that in 1981 the Department of Education decided that collections on student loans would be shifted from the public to the private sector. The following concerns are addressed: the reasons for the Department's decision to transfer collection of defaulted student loans to private contractors; the possible negative effects of a hiatus in collections during the process of transferring collections from the federal to the private sector; the relative effectiveness of the private sector collection agencies compared to the Department of Education's collection efforts; and the contents of the Department's request for proposals and the rules or regulations that the Department is developing to insure proper conduct on the part of the private collection agencies. Findings of a 6-week study of the debt collection process and the cost effectiveness of federal staff compared to two prototype collection agencies' efforts are summarized. In addition, departmental problems regarding student aid programs are identified, and the debt collection bill proposed in H.R. 2543 is discussed. (SW)

ED 234 701 HE 016 627

Lavin, David E.; And Others

Socioeconomic Origins and Educational Background of an Entering Class at CUNY: A Comparison of Regular and Special Program Enrollees. Fall 1980 Freshman Cohort Study: Report No. 1.

City Univ. of New York, NY. Office of Institutional Research and Analysis.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Aptitude; *College Freshmen; *Economically Disadvantaged; *Educational Background; Higher Education; *High Risk Students; Longitudinal Studies; Questionnaires; *Socioeconomic Status; Student Attitudes; *Student Characteristics
IDENTIFIERS- *City University of New York

The demographic, educational, and personal attributes of the 1980 entrants to The City University of New York (CUNY) were studied, and a 6-year longitudinal analysis was undertaken. Of the total freshmen class of 31,890, 11,625 students completed a questionnaire concerning their social origins, financial resources, employment situations, and educational attitudes and aspirations. Additional sources of study data were high school background records; scores on tests in mathematics, reading, and writing; and registration information indicating the level of enrollment (senior or community college), and status as a special program or regular admission student. It was found that relative to college students nationally, CUNY freshmen are older, and more likely to be minority groups and economically disadvantaged. Special program students appear to have academic difficulties as a result of their extremely disadvantaged educational backgrounds. However, CUNY continues to enroll substantial proportions of students from more secure economic and educational backgrounds. A social background questionnaire is appended. (SW)

ED 234 806 IR 050 438

Moss, Charles A., Jr.
Planning Barrier Free Libraries. A Guide for Renovation and Construction of Libraries Serving Blind and Physically Handicapped Readers.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
REPORT NO.- ISBN-0-8444-0352-0

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Non-Print Media (100) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Accessibility (for Disabled); Architectural Programing; *Building Design; Check Lists; Construction Programs; *Design Requirements; Diagrams; Facility Improvement; Guidelines; Interior Design; *Library Facilities; *Physical Disabilities; *Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

Guidelines and sample designs for the construction or renovation of libraries providing services to blind and handicapped individuals are introduced by brief discussions of the responsibilities of members of the planning team, planning prerequisites, funding, and architect and site selection. Barrier-free designs are then *suggested for the entry and lobby*, passenger elevator, reading and study areas, conference or meeting rooms, restrooms, administrative offices, staff lounge, bookstacks, shipping and receiving areas, work area, freight elevator, storage room, computer room, machine repair room, machine storage room, and audiobook production center. These descriptions include: floor plans or drawings; factors to be considered in planning, such as space requirements, number of patrons to be served, and staff needs; and types of furniture and equipment appropriate for the area. A review of the role of the architect through each phase of the project includes drawings and suggestions for meeting the specific needs of patrons with visual impairments or in wheelchairs. A final section discusses the renovation of existing buildings to provide barrier-free access. Appendices present data on minimum space and personnel requirements for such libraries, diagrams showing additional restroom requirements, a flow diagram for the library, a suggested revised accessibility check list, and diagrams showing the approximate time schedules for both new construction and building renovation. (ESR)

ED 234 850 JC 830 449

McConochie, Daniel
Four Years Later: Follow-Up of 1978 Entrants, Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Sep 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Graduates; College Transfer Students; *Community Colleges; Dropouts; Employment Patterns; Enrollment Influences; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; State Surveys; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Maryland

In spring 1982, a statewide survey of students who entered Maryland community colleges for the first time in fall 1978 was conducted to evaluate the colleges' success in assisting students in goal achievement. Data were obtained from college records and from questionnaires mailed to 17,642 students, soliciting information on goals, goal achievement, employment, transfer, and student satisfaction. Study findings, based on a 37% response rate, included the following: (1) 76% of those students wishing to transfer had achieved their goal; (2) 74% of those enrolled in occupational programs were employed; (3) 95% expressed satisfaction with their program and 97% expressed satisfaction with the overall quality of their college; (4) 31% stated that their primary reason for attending college had been for transfer, and 32% indicated they attended college primarily to prepare for immediate entry into a career or to update skills for a job; (5) primary reasons non-graduates gave for not returning to college were scheduling conflicts (19%), goal achievement (18%), personal reasons (15%), or transfer (15%); and (6) 38% of those who attended college to obtain an associate degree achieved this goal. The study concluded that a continuing gap between minority and non-minority achievement requires college efforts to improve minority achievement, and the increased diversity of the student population requires college flexibility. The study questionnaire is appended. (LL)

ED 234 883 PS 013 186

Bordelon, Karen J., Ed.; And Others
Framework for Training: A Report of the Texas Early Childhood Careers Recognition Council.
Texas State Dept. of Community Affairs, Austin. Children and Youth Services Div.

PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Career Ladders; *Child Caregivers; Child Development; *Competency Based Teacher Education; Day Care; Early Childhood Education; Instructor Coordinators; *Job Analysis; Nutrition Instruction; Preschool Teachers; *Professional Training; Program Development; Social Workers; *Staff Development; Teacher Aides
IDENTIFIERS- *Texas

A comprehensive framework for coordinated training for all levels of early childhood development personnel employed in Texas child care centers is provided in the form of charts, tables, and indexes. Following the first section's brief overview of project activities, the second section presents chart 1, a job matrix showing responsibilities of career levels relating to specific ages or special needs of children. Chart 2, a job training matrix for the planning of training, includes topics, associated tasks, career levels, and skill areas and levels. Subsequent charts reorganize information. Chart 3 indicates topics, tasks, and skills recommended for various career levels. Chart 4 defines skill levels needed for career level progression, and a career and skill level training matrix organized by child growth and developmental age is presented in chart 5. The third section of the report discusses survey instruments and results, data analysis, work settings and location, skill areas, and training needs of staff (rank ordered and presented in a table format noting position and region). A topically coded resource guide cites materials used in training or acquiring information, mentioning both print materials and audiovisual aids. The conclusion of the document suggests ways in which the report might be used and modified. Appended are a training needs survey instrument, excerpts from an assessment instrument for the position of preschool teacher, a training resources form, and an evaluation form. (BJD)

ED 234 898 PS 013 824

Nieboer, Ruth Ann
A Study of the Effect of Computers on the Preschool Environment.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports -

Research/Technical (143)
DESCRIPTIONS- *Computer Literacy; *Educational Environment; *Educational Innovation; Educational Research; *Learning Centers (Classroom); *Microcomputers; *Preschool Children; Preschool Education
IDENTIFIERS- *Computer Uses in Education

A computer activity center was established in a preschool in order to investigate the effect of the introduction and use of microcomputers on the environment and to assess the appropriateness of computers as tools for the preschool. The center consisted of one 16K Atari 400 computer, a black and white television, a cassette memory storage device, and a joystick. Three programs were selected for use: Drawpic by Artworx, Video Easel by Atari, and Blox by Geof Nieboer. Data were gathered by continuous observation and audiotaping of children's verbal interaction. An observer checklist was used to record length of computer use per child, type of interaction, whether the children saved their work, general comments, and the number of observers at the center. A questionnaire was used to determine characteristics of the sample. Results indicated that, although the computer did not dominate the children's day or interrupt the flow of classroom activity, every child chose to work in the center once during the study. Creating no unique management problems, the computer center provided opportunities for fine motor development, creative involvement, verbal expression, problem solving, widened experience, success, and pride in achievement. (Appended are computer program descriptions, observation sheets, parent letters, a parent questionnaire, and selections from transcribed recordings of children's interaction.) (RH)

Education North Evaluation (1978-1982) and Alternative Programs Source Book. Summary.

Alberta Dept. of Tourism and Small Business, Edmonton. Northern Development Branch.; Department of Regional Economic Expansion, Ottawa (Ontario).

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *Canada Natives; Community Characteristics; Community Development; Community Education; Community Involvement; Community Problems; Cultural Differences; *Decision Making; Educational Improvement; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Program Design; *Program Evaluation; Relevance (Education); Rural Areas; *School Community Relationship
IDENTIFIERS- Alberta; *Education North Project

Projects such as Education North, a pilot project for community involvement in education conducted by the Alberta government, can be successful in geographically and culturally isolated communities where social, cultural, and political conflicts affect education. Between 1979 and 1982, Education North operated local education societies in six northern Alberta communities in an attempt to improve school-community relations, improve education, and increase community involvement in educational decision-making. The moderately successful program is only one of several possible strategies for building school-community relationships. Strategies vary in their relation to the formal education system, their focus on programs or projects, and their external control; and all have advantages and disadvantages. Possible strategies include community schools, which serve people of all ages; local control of education, in which all educational decisions are made by the local community; curriculum development resource centers, which bridge the gap between the community and the imported curriculum; consulting and facilitating, in which the superordinate organization provides consultants; community development, in which goals are achieved by the group; and adult education, which rectifies educational inequalities. The strategy selected for a particular community should closely match the community type. (SB)

ED 234 970 RC 014 372

Christensen, Rosemary; And Others
American Indian Women and Mathematics: An Annotated Bibliography of Selected Resources.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
GRANT- G008103969
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Academic Achievement; *American Indian Education; *American Indians; Annotated Bibliographies; Cultural Influences; *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Females; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Minority Groups; *Performance Factors; Science Education; Sex Bias; Sex Differences; Sex Role; Stereotypes

An annotated bibliography, compiled as part of a 1-year project to look at factors affecting the participation and performance of Minnesota Indian girls in mathematics, contains 64 entries, dating between 1967 and 1982. Because Indian Students in general leave the public schools underprepared for jobs, and because the plight of Indian women is even worse than that of Indian men, the bibliography is intended for use by those who wish to think critically about the present situation in their schools and wish to plan and implement programs to address special needs in mathematics education for Indians, particularly Indian women. Resources listed include 32 journal articles, 13 conference papers, and 1 masters's thesis; ERIC document numbers are provided for 12 entries. Subjects covered include minority group achievement/performance in mathematics; sex-role orientation and stereotyping; math anxiety/avoidance; academic achievement (including mathematics) of Native Americans; sex differences in mathematical abilities/learning; mathematics education research; and cultural/sexual identity of American Indian women. (MH)

Haring, Norris; And Others
Investigating the Problem of Skill Generalization.
Washington Univ., Seattle. Washington Research Organization.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-82-0365
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Processes; *Generalization; *Research Methodology; Self Control; *Severe Disabilities; Teaching Methods; *Transfer of Training
IDENTIFIERS- Washington Research Organization

The booklet describes the efforts planned by the Washington Research Organization (UWRO) to study ways in which generalization of skills may be facilitated by severely retarded individuals. It is explained that activities of UWRO are organized around four major tasks: descriptive and laboratory research; research in natural educational settings; evaluation; and communication about ongoing studies, procedures, and products. The circular administrative structure of UWRO is diagramed and makeup of the advisory committee described. A section of basic research concepts focuses on such topics as skill generalization, instructional programming for generalization, and methodological aspects. Four approaches to generalization are proposed: an ecological approach to describing and then altering conditions within the educational environment; a performance pattern approach to describing and matching individual learning characteristics and instructional techniques; a self-control approach in which severely handicapped students learn to manage their own behavior; and a cognitive strategy approach that focuses on helping students use higher order levels of thinking. Each of the approaches is described in terms of background and purpose of studies, design of studies, and expected outcomes and products. (CL)

ED 234 590 EC 160 483

Chronicle of Academic and Artistic Precocity, Vol. 1, No. 4, July/August 1982.

Arizona State Univ., Tempe, Dept. of Special Education.

PUB DATE- 82
AVAILABLE FROM- Chronicle of Academic and Artistic Precocity, c/o PSAP, Department of Special Education, Arizona State University, Tempe, AZ 85287 ($7.50 per year).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- Elementary Secondary Education; *Gifted; *Program Descriptions; Talent Identification; *Testing

The chronicle provides information on programs and offers articles of interest to gifted students and educators. Among entries are the following: "The Testing Maze" (about the various tests students are faced with); "Using Community and Family Resources for the Gifted Student" by E. Kearney; "Study Skills: Basic Strategies for Learning" by W. Christen and D. Elliott; "TAPS (Tips for Artistically Precocious Students) National High School Piano Competition" by J. Ruccolo; "CTY 1982: A Real Eye Opener" (about the Center for the Advancement of Academically Talented Youth) by S. Higham; a checklist to test whether the reader's attitudes are stereotypic toward intellectually gifted youth; an article by N. Roth on the life of Tennessee Williams; and relevant announcements. (SW)

ED 234 716 HE 016 673

Salmon-Cox, Leslie

Regional Educational Laboratories and University Centers: Institutional Capabilities for School Improvement.

PUB DATE- Oct 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Educational Development; Educational Innovation; *Educational Research; *Federal Aid; Financial Support; Government Role; Higher Education; *Information Dissemination; Linking Agents; *Regional Laboratories; *Research and Development Centers; *Research Utilization

IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

Several documents concerning regional educational laboratories are reviewed, key propositions are analyzed, and recommendations are proposed. Attention is directed to the way that labs and centers operate with regard to dissemination and school improvement. Overviews are presented of two major reports: "R&D Funding Policies of the National Institute of Education: Review and Recommendations," (Roald Campbell) and "Research and Development Centers and Regional Educational Laboratories: Strengthening and Stabilizing a National Resource" (Panel for the Review of Laboratory and Center Operations). Additional documents that are reviewed include: "Information Dissemination and Exchange for Educational Innovations" (Michael Radnor et al.); "The Research and Development Exchange: In Support of School Improvement" (National Institute of Education Regional Program Unit); "A Description of the Regional Services Program" (Richard A. Lallmang); "The NIE Regional Programs: Evolution of the R&D Exchange and Regional Service Components" (John A. Emrick and Susan M. Peterson); "Organizations that Perform Educational R&D: A First Look at the Universe" (Laurie M. Sharp, Joanne Frankel); and "Performers of Research and Research-Related Activities in the Field of Education" (J. Frankel, L. M. Sharp, and Albert D. Biderman). (SW)

ED 234 835 JC 830 433

Konrad, Abram G.
Issues in Institutional Evaluation.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Colleges; Educational Administration; *Evaluation Methods; Foreign Countries; *Information Utilization; *Institutional Evaluation; Postsecondary Education; *Self Evaluation (Groups)
IDENTIFIERS- *Canada

As Canadian colleges face clientele shifts, stabilization of staffing, increasing emphases on nontraditional programs and delivery systems, and changing job markets for graduates--all within a context of escalating costs and inflation--educational leaders are under increasing pressure to develop meaningful approaches to institutional evaluation. Four inter-related issues in institutional evaluation warrant particular consideration: (1) Who has authority for initiating institutional evaluation? (2) Why is evaluation undertaken? (3) What procedures should be utilized in conducting evaluations? and (4) What happens to the results of the evaluation? A review of the literature and experiences in other countries suggests that the most successful evaluation systems are characterized by institutional authority in establishing the system of evaluation; improvement and renewal as the primary purposes of evaluation; multiple and ongoing data collection and validation procedures; and openness and trust in the shared ownership of evaluation results. Institutional evaluation can play a significant role in the continuous development of Canada's colleges, and it is in the best interests of everyone concerned to ensure that it does. (LL)

ED 234 865 JC 830 469

Villa, Al
Statement of Mission and Statewide Priorities.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; *College Programs; *College Role; *Community Colleges; *Educational Objectives; Educational Planning; Governing Boards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Recommendations are presented from a "blue ribbon" committee formed to review and modify the Statement of Mission and Statewide Priorities of the Board of Governors of the California Community Colleges. The first sections present the members of the commission and provide a background to the committee's deliberations. Next, committee recommendations are highlighted, including the decision not to attempt to resolve governance issues; the suggestion to remove the word "priorities" from the Board's statement of mission; the proposal to include words (e.g., "will", "should", and "may") to indicate a sense of priorities regarding programs and services; and the addition of two new categories for associate degrees and general education. Next, unresolved issues are presented, including the way in which the community colleges' responsibility for access should be described, and whether to enumerate particular types of discrimination in the Board's non-discrimination statement. Finally, the original and recommended mission statements of the Board are presented, focusing on the statewide mission; community college access; and programs and services in the areas of transfer education, associate degrees, certificate programs, general education, joint programs, remediation and basic skills education, continuing and community education, and community and student services. (HB)

ED 234 913 PS 013 856

Child Pornography. Hearing on S. 2856, before the Subcommittee on Juvenile Justice of the Committee of the Judiciary, United States

Senate, Ninety-Seventh Congress, Second Session (December 10, 1982).
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Children; *Childrens Literature; *Court Litigation; *Federal Legislation; Hearings; *Pornography; *Sex Education; *Sexuality
IDENTIFIERS- *Child Pornography; Congress 97th

This hearing, the third in a series, was held to further consider proposed legislation (S. 2856) amending the Sexual Exploitation of Children Act of 1977. Specifically, federal child pornography laws were examined to determine how the interests of children could best be protected without unduly restricting First Amendment guarantees of freedom of speech and expression. Testimony explored issues generated by the decision of the Supreme Court in the case of New York versus Ferber. In that decision, the Court ruled that the states constitutionally could ban the distribution of sexually explicit material depicting minors, even if the material was not legally obscene. The 1977 federal statute against child pornography covered only legally obscene material. In view of the fact that the Ferber decision gave Congress the power to extend the statute to cover non-obscene sexually explicit depictions of children, the issue set before the committee was whether or not the coverage should be extended by Congress. Two questions guided the inquiry: (1) is the volume of non-obscene child pornography significant enough to justify commitment of enforcement resources to that area? and (2) Precisely what material should be prohibited? Approximately half of the document consists of material from court records concerning the book, "Show Me! A Picture Book of Sex for Children and Parents." (RH)

ED 234 626 FL 013 945

Offenberg, Robert M.; And Others
An Individualized Multi-Media Bilingual Education Magnet Model. Evaluation of the Third Year, 1978-1979. Report 8215.
Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 81
GRANT- G00-760-4897
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Attendance; *Bilingual Education Programs; Chinese; Elementary Secondary Education; English (Second Language); French; Italian; Korean; Language Skills; *Magnet Schools; Portuguese; *Program Evaluation; Second Language Learning; Spanish; Vietnamese
IDENTIFIERS- Pennsylvania (Philadelphia)

The third year of an individualized multimedia bilingual magnet school project for limited English proficient students in Philadelphia was evaluated. Bilingual multimedia learning centers were operated at each of the two sites. At the elementary site, pupils from Korean, Spanish, and Portuguese backgrounds received bilingual instruction and were provided with materials for individual and small group instruction. At the secondary site, computer-aided instruction was offered in addition to other bilingual instruction to students of Chinese, French, Italian, Korean, Spanish, and Vietnamese speaking backgrounds. English comprehension and reading skills were accelerated by participation in the project, while English speaking skills progressed at a rate comparable to that of similar students city-wide. In addition, attendance and student retention objectives were met. (Author/RW)

ED 234 642 FL 013 964

Lopez, David E.
The Effect of Schooling Abroad on the Socioeconomic and Language Patterns of First Generation Hispanics and East Asians.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-7
PUB DATE- 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acculturation; *Asian Americans; Economic Status; *Educational Attainment; *English (Second Language); *Hispanic Americans; Immigrants; *Language of Instruction; Predictor Variables; Surveys

The relationship between schooling in the English language abroad and the subsequent acculturation and attainments of Hispanic and Asian immigrants to the United States was investigated. Data were obtained from the 1976 Survey of Income and Education. For the analysis, educational background factors were related to socioeconomic and language measures. Thirty-one percent of the Asians and 3 percent of the Hispanics reported English schooling abroad. Previous study of English produced measurable socioeconomic and English language ability advantages for both Hispanic and Asian immigrants. Education in English was a bigger factor for Asians than for Hispanic immigrants, both in terms of its differentiating effect within the broad ethnic group and in terms of the proportion of individuals who had the advantage. For Hispanics, the important factor seems to be whether or not they had any schooling before immigrating. However, schooling abroad only partially explained the differences in educational and income attainment among Asian and Hispanic immigrants to the United States. It is concluded that two factors must be taken into account whenever any comparison among Asian and Hispanic immigrants is conducted: (1) Asian immigrants are ten times more likely to have had schooling in English before emigrating, and (2) they generally have higher prior education levels. (RW)

ED 234 731 HE 016 692

Nolfi, George J.; And Others

Study of the Impact of Federal Student Financial Aid Policies on State Decisions. Final Report. Revised.

College Entrance Examination Board, Washington, D.C.; National Conference of State Legislatures, Washington, D.C.; National Governors' Association, Washington, D.C.; State Higher Education Executive Officers Association.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Numerical/Quantitative Data (110)

DESCRIPTIONS- Budgets; Decision Making; *Federal Aid; *Federal State Relationship; *Financial Policy; Grants; Higher Education; Policy Formation; Public Policy; *State Aid; State Officials; Statewide Planning; *Student Financial Aid; Student Loan Programs; Tax Credits; Work Study Programs

IDENTIFIERS- *National Comm on Student Financial Assistance; *State Student Incentive Grants

The impact of federal student financial aid policy on states and state responses to federal programs are assessed. After reviewing federal and state student aid during the past decade, the State Student Incentive Grant program (SSIG), is discussed, along with the effect of federal policy on SSIG. Perspectives of the state legislatures, governors, and state higher education executive officers concerning the impact of federal student financial aid programs are considered, based on survey results. Factors that affect state responses are examined, including the following: inflation, demographic trends, tuition, and reduced federal funding. In addition, a state budget policy perspective on financing higher education is discussed. The following state programs of student financial assistance are covered: scholarship programs, work study programs, loan programs, and tax incentive programs. In addition, state innovations, including interstate cooperation and loan collection efforts, are described. Lastly, federal-state interactions in student aid financing are outlined, and policy and program options from a state perspective are summarized. Appendices include a bibliography and data on student aid by state and on state demographic trends. (SW)

The Educational Administrator's Survival Guide to Administrative Uses of Microcomputers.
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 21 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Automation; Computer Managed Instruction; *Computer Programs; *Educational Administration; Elementary Secondary Education; Equipment Standards; *Evaluation Criteria; Media Selection; *Microcomputers; Recordkeeping; School Accounting; School Districts; Word Processing
IDENTIFIERS- *Computer Uses in Education; Data Management Systems; Electronic Spread Sheets

Guidelines are presented for use by educational administrators in selecting a microcomputer for administrative purposes. The selection process described is based on the determination of functions to be automated, and the identification of the software that best automates these functions. Topics addressed include general software applications that can be used for educational administration functions, software specific to educational administration functions, criteria for evaluating software and hardware, microcomputers connected to mainframe computers, data management systems, electronic spread sheet systems, and word processing systems. A non-evaluative listing is provided of specific programs available for the following categories: athletics; attendance accounting; budgeting, accounting and other business management software for the district level and the school level; grade analysis and reporting; guidance; information for management; instructional management; inventory and property records; media center; planning; scheduling; staff personnel; and student records. A four-page list of software sources completes the document. (LMM)

ED 234 791 IR 050 421

Eisenhut, Lynn, Comp.
Crafts for Libraries: Thirty-Nine Projects to Share with Children.
Orange County Public Library, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- **Childrens Games; Childrens Literature; *Handicrafts;* *Library Services; Public Libraries

Each of the 39 children's craft projects included in this document was selected because: (1) it is appropriate for a library program and helps to further the goals of children's services; (2) it may be successfully completed by children 3 to 12 years old with a minimum of adult help; (3) it requires only inexpensive and commonly available materials; (4) it is enjoyable to make and use; and (5) it leads to a finished product which is worth the time and materials invested. In addition to listing the required materials and instructions, each project description includes information on the intended age group, maximum number of participants, adult help necessary, time required to complete the project, and stories to use in conjunction with the craft. The table of contents indicates which projects are particularly easy or especially inexpensive. (ESR)

ED 234 821 IR 050 456

Hodnett, Diane M.
Management of Circulation Functions in Health Sciences Libraries.
Medical Library Association, Chicago, Ill.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Administrative Policy; Check Lists; Copyrights; Course Content; Library Administration; Library Automation; *Library Circulation; Library Services; *Medical Libraries; Policy Formation; Professional Continuing Education; *Recordkeeping; Reprography
IDENTIFIERS- Library Security; Library Statistics; *Library Users; *Reserve Book Collections

Designed for both experienced professionals and new librarians, this continuing education course syllabus presents a detailed outline of the functions, operations, and management of circulation departments in health sciences libraries. It is noted that emphasis is placed on providing a framework for decision making rather than on providing definitive answers to particular circulation problems. Topics covered include the role and responsibilities of the circulation unit and its staff members, circulation recordkeeping and statistics, the establishment and enforcement of library policy, the relation of the circulation unit to other library and institutional units, problem patrons and special services, the development and maintenance of the reserve collection and related copyright considerations, the development of a circulation procedures manual, manual versus automated circulation systems, security and exit control, photocopy operations and copyright considerations, stack maintenance, and other circulation department services. Five case studies are provided related to problem patrons, special loan considerations, photocopy operations, and automated circulation systems. Also provided are a suggested timetable for conducting the course in one day and a 69-item bibliography. (ESR)

ED 234 928 PS 013 878

Knoepfli, Heather E.
Communicating with Children.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 17 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Children; Family Attitudes; Family Environment; *Interpersonal Communication; Mass Media; *Nonverbal Communication; *Parent Child Relationship; *Student Teacher Relationship; Television Viewing; *Verbal Communication
IDENTIFIERS- *Communication Strategies

Effective communication with children is a human process that can help or hinder development. The term "communication" encompasses both the content perspective (what is communicated) and the transportation perspective (the manner in which meaning is communicated). The most important communication factor, human perspective, has two implications for parents and teachers. The first implication, concerning the notion of community, concerns values and attitudes transmitted to children through either direct or indirect communication. The second implication, regarding inevitability of change, reflects the constant need in a changing society to review and modify communicative understandings. Important in the communications environment are the media, which provide assumptions and limitations that can potentially affect communication. For example, television (a one-way, two-dimensional medium) is typically uninterruptible and can provide only an illusion of reality. Family and familial groups are the most significant factors within the communication environment. Eight suggestions for communicating with children are (1) don't be married to time, (2) don't be too busy to answer a youngster, (3) discipline for positive speech, (4) remember that it's not always what is said but what is done that is commmunicated, (5) retain a child's perspective, (6) be aware of the limitations and advantages of evolving technologies, (7) take notice of the total child, and (8) help youngsters to be creative. (BJD)

ED 234 955 RC 014 342

Copp, James H.
The Quality of Community Governance and the Impact of Energy Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Attitudes; *Community Characteristics; Community Control; *Community Development; *Community Leaders; Community Study; Comparative Analysis; Economic Development; *Governance; *Leadership Styles; Petroleum Industry; Rural Development
IDENTIFIERS- *Boomtowns; Energy Development; *Impact; Small Towns; Texas

Communities with a flexible, open leadership structure may weather energy booms better than communities with old-guard leadership cliques, according to a study of community governance in two small Texas towns. Although similar in location, ethnic composition, population, access to transportation, economic base, and importance in the county, Biscayne and Egerby (pseudonyms) differed significantly in leadership. Biscayne's entrenched, elite, aging leaders, who followed policies of staunch fiscal conservatism and minimal municipal services as they attempted to preserve the past, were completely unprepared when the oil boom hit. The town grew 42% between 1970 and 1980 and crime rates soared in the face of inadequate fire and police protection. Biscayne's leaders, who reacted with depression and withdrawal into personal or energy-related business, were supplanted by leaders who engineered substantial changes and who, in effect, created a new community. In contrast, Egerby, already subjected to slight but consistent growth for 20 years, had new, sophisticated, young leaders who were accustomed to change and who had already upgraded city, medical, educational, and financial services when the boom hit. Despite a 28% population rise, Egerby experienced a stronger economy, healthy community growth, and little change in community morals or leadership. (SB)

ED 234 591 EC 160 484

Chronicle of Academic and Artistic Precocity. Vol. 1, No. 5 & 6, Sept./Dec. 1982.

Arizona State Univ., Tempe, Dept. of Special Education.

PUB DATE- 82

AVAILABLE FROM- Chronicle of Academic and Artistic Precocity, c/o PSAP, Department of Special Education, Arizona State University, Tempe, AZ 85287 ($7.50 per year).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTIONS- *Creativity; Elementary Secondary Education; *Gifted; *Program Descriptions; Student Motivation; *Talent Identification

The chronicle provides information on programs and offers articles of interest to gifted students and educators. Among entries are the following: "Myths about the Gifted" (which presents research relative to myths and negative attitudes regarding the gifted); "Four Faces of Creativity" (about a model for expanding and clarifying the nature of creativity) by D. Keating; "Art Education for the Gifted" (on screening and identifying artistic talent) by R. Saunders; "TAPS (Tips for Artistically Precocious Students"; "Providing and Supporting an Academically-Based Gifted Program" by L. Moran and B. Wright; a list of suggestions for increasing student motivation; and other relevant announcements. (SW)

ED 234 609 FL 013 926

Beard, Joe L.
Attitudes of Secondary School Counselors and Superintendents Toward Foreign Language Study: A Descriptive Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Policy; *Language Attitudes; *School Counselors; Secondary Education; *Second Language Instruction; *Superintendents
IDENTIFIERS- Illinois

The attitudes of Illinois public secondary school counselors and superintendents toward the study of foreign languages were examined. A total of 119 superintendents and 125 counselors responded to a five-point Likert questionnaire to gather data on perceptions of foreign languages and cultures. Results showed that most counselors and administrators disagreed with the idea that every student should be required to take a foreign language, although they thought that they should be encouraged. Superior grades should not be a prerequisite for taking foreign languages. Nearly three-fourths believed that school counselors should play an important role in encouraging students to study a foreign language. A large majority agreed that knowledge of foreign languages is more useful than ever and that such knowledge enriches appreciation of one's own culture. The majority also agreed that cultural understanding was the major reason for taking a foreign language. The counselors indicated a significantly more favorable attitude toward foreign language study than did the superintendents. However, superintendents did believe that foreign language study is a key contributor to the attainment of high priority educational goals. (RW)

ED 234 673　　　　　　　　　　　　　　　　　HE 016 571

Major Outcome: New Postsecondary Educational Organizations in Two Regions. Cooperative Regional Planning and Action to Enhance Postsecondary Education across State Lines. A Report to the Fund for the Improvement of Postsecondary Education (FIPSE).

Catholic Univ. of America, Washington, D.C. School of Education.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Center for the Study of Higher Education; 322 Pond Laboratory, The Pennsylvania State University, University Park, PA 16802.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *College Planning; *Cooperative Planning; Demonstration Programs; Educational Cooperation; *Geographic Regions; Institutional Cooperation; Leadership Responsibility; Pilot Projects; *Postsecondary Education; *Regional Cooperation; *School Community Relationship; Shared Services

IDENTIFIERS- United States (Gulf States); United States (Upper Allegheny Region)

A 2-year pilot demonstration project was undertaken in two U.S. regions to clarify the concept of regionalism and its application to postsecondary education. This concept was tested in two natural planning and service regions that were artificially divided by state boundary lines: The Upper Allegheny Region II (New York and Pennsylvania) and the Eastern Gulfcoast Region I (Mississippi, Louisiana, Alabama, and Florida). Attention was focused on making postsecondary education more accessible to a diversity of learners, reducing institutional competition and program duplication, and effecting more efficient uses of personal and material resources. In addition, two leadership groups were created: a citizens council representing the lay public and a task force representing postsecondary institutions and other organizations. Project activities consisted of: producing factual reports describing the region, planning for project continuation, organization building, and preparing for broader action on behalf of the region. Reports on demography, economic trends, socio-civic-cultural history, college academic programs, and noncollegiate programs were produced. Conclusions and recommendations are presented, along with a list of task force and council members for the two regions. (SW)

ED 234 687 HE 016 612

Riesman, David
Some Observations on the President's Spouse: Hazards and Opportunities. Occasional Paper Series #11.
Virginia Univ., Charlottesville. Center for the Study of Higher Education.
PUB DATE- Apr 82
AVAILABLE FROM- Center for the Study of Higher Education, School of Education, 260 Ruffner Hall, University of Virginia, 405 Emmet St., Charlottesville, VA 22903.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Selection; *College Presidents; Family Life; *Females; Higher Education; Individual Characteristics; *Leadership Responsibility; Public Relations; Role Perception; *Social Responsibility; *Spouses

The advantages and disadvantages of being the spouse of a male college president are considered, along with the roles of the president and his spouse. Attention is directed to the ceremonial role of the president and his wife, on-campus entertaining, travel to speak to groups, the wife's problem of securing adequate help for her social role, the limited public recognition and rewards that accrue to the wife who works on behalf of the college, the personal liabilities of living in the president's house on campus, search procedures for the president and consideration of the wife's qualities, the visit to the campus during the search process, considerations in accepting the position, social and psychological support for the wife, the situation facing the wife of an arrogant president, the strains of the position on the marriage bond, the wife's role in outreach and public relations, the dilemma of voluntary work undertaken by the wife, the wife's involvement with students and staff, the task of transition from one presidential couple to the next, expectations of the new presidential couple, and power/influence and leadership. (SW)

ED 234 702 HE 016 628

Pigg, R. Morgan, Jr.
Professional Preparation in Patient Education.
Indiana Univ., Bloomington. Dept. of Health and Safety Education.
REPORT NO.- ISBN-0-941636-50-X
PUB DATE- 82
AVAILABLE FROM- Indiana University, Department of Health and Safety Education, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Programs; *Course Content; Course Objectives; Graduate Study; Health Education; Higher Education; Information Sources; National Surveys; *Patient Education; *Professional Education; Questionnaires; School Surveys; Undergraduate Study
IDENTIFIERS- *Indiana University Bloomington

Information on Indiana University's course in patient education is presented, along with sources of additional information on patient education and a summary of a national survey on professional preparation in patient education. An outline of the following course topics is presented: past and current developments, health care delivery, patient educator roles, program planning and development, and program evaluation. Outlines are also included on general student evaluation methods, teacher-directed instructional strategies, and course objectives. Textbooks and related publications and sources of resource materials are listed, along with examples of student projects and activities. In addition, findings of a 1980-1981 academic year survey of 228 institutions are provided. It is noted that of these institutions 82.9 percent had no patient education offerings, but 17.1 percent had various degrees of involvement in patient education. Survey results are also presented concerning the following: specific degree and course offerings in patient education; the philosophy and primary emphasis of patient education degree programs and courses; and the number, professional preparation, and clinical experience of faculty teaching in patient education degree programs and courses. A survey questionnaire is appended. (SW)

ED 234 761 IR 010 828

Montgomerie, T. Craig
Telidon Distance Education Field Trial. Alberta Correspondence School Mechanics 12, Telidon Project Evaluation.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- 5 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Conventional Instruction; *Correspondence Study; Costs; *Distance Education; Foreign Countries; Information Networks; Intermode Differences; Questionnaires; Secondary Education; Student Attitudes; Teacher Attitudes; Trade and Industrial Education; *Videotex
IDENTIFIERS- Canada; *Telidon System

A study examined the use of Telidon, the Canadian videotex system, as a delivery vehicle for computer-based distance education in an introductory high school mechanics course. Specifically analyzed were (1) the relative educational effectiveness of Telidon, traditional correspondence, and traditional, in-school modes of instruction; (2) the computer assisted instruction (CAI) capabilities of Telidon; (3) the ability of the Telidon Viedotex System to provide and maintain data on student use; (4) the amount of training required for program developers to use the Telidon Information Provider System to generate Telidon pages; (5) the amount of training required to use Telidon terminals; and (6) the costs of developing and delivering Telidon programs. Subjects were a Telidon group, three traditional correspondence groups, and a traditional, in-school instruction group. The groups were found to be equivalent on a mechanical knowledge pretest and a mechanical reasoning aptitude test at the beginning of the course. Data were obtained through a student posttest of mechanical knowledge, interviews, document research, and a panel of experts in computer-based learning. Results indicated that the Telidon instruction was as effective as traditional correspondence and conventional in-school instruction. Sixteen recommendations, a glossary of terms, references, the Users Manual for Mechanics 12, instruments used in the evaluation study, and examples of Telidon page content are included. (Author/LMM)

Wall, Celia J.
Online Database Retrieval Service: A Statement of Policy.
Murray State Univ., Ky.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *College Libraries; Guidelines; Higher Education; *Librarians; Library Administration; *Library Services; Occupational Information; *Online Systems; Position Papers; Recordkeeping; *Reference Services
IDENTIFIERS- *Library Procedures; *Murray State University KY; User Fees

Based partly on an online policy manual developed at the University of Houston, this policy statement for the Online Database Retrieval Service (ODRS) at Murray State University, Kentucky, provides guidelines for the librarian administering the service and for librarians conducting online searches. Eleven sections cover: (1) a statement of purpose for ODRS; (2) hours of operation; (3) patrons served; (4) user fees; (5) the responsibilities of searchers; (6) presearch interview procedures; (7) instructions to discourage patron presence during searches and to choose search times which minimize costs, as well as guidelines for retaining search printouts, computing search costs, compiling search logs, obtaining payment for searches, delivering search results to patrons, and instructing patrons in how to use search results; (8) the responsibilities of the online services librarian, including compilation of service and financial statistics, liaison and contact with vendors, equipment maintenance and repair, requests for funds to supplement user charges, publicity for online services, supervision of paper flow and daily operations, maintenance of search quality, and implementation of any necessary changes; (9) methods for dealing with complaints; (10) library accounting policy; and (11) methods of policy approval and change. A brief description of the development of this policy statement is also provided. (ESR)

ED 234 942 RC 014 315

Bandy, Helen
The Identification of Skills and Characteristics Needed by Country School Teachers. Education Reports.
PUB DATE- Jan 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Community Involvement; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Job Satisfaction; *Preservice Teacher Education; Principals; Questionnaires; Rural Areas; *Rural Schools; Student Teacher Relationship; *Success; *Teacher Attitudes; Teacher Education Curriculum; Teacher Morale; *Teacher Qualifications; Teacher Selection; Trustees
IDENTIFIERS- *British Columbia

A questionnaire survey of rural school teachers (225) and principals (40) attempted to identify skills and characteristics which teachers need to be successful in rural schools; interviews of 32 teachers in 13 rural schools and of 27 rural school trustees were also conducted. Recent literature on training of teachers for rural schools was reviewed. Questions to be investigated were principals' ideas of the main advantages, disadvantages and concerns of teaching in rural schools; teachers' perceptions of needs for pre-service and in-service training and of unique characteristics of British Columbia rural schools; and characteristics necessary for successful rural school teachers. Principals agreed that advantages of rural schools were to know students well, belong to a rural community, and have opportunities to individualize instruction. Teachers felt close cooperation was essential; counted community involvement as a satisfier; and agreed that communities expected to be involved in the school. Disadvantages of rural teaching agreed upon by principals and teachers were isolation and lack of privacy. Principals, teachers, and trustees felt that student teachers training for rural schools should be adaptable, tactful and self-reliant; like the isolation of rural areas; experience rural community living; and be trained in planning their materials, teaching specialist courses, and handling multigrade classes. Survey instruments are appended. (MH)

ED 234 985 SE 043 143

Bauersfeld, Heinrich; And Others
Analysen zum Unterrichtshandeln - Band 5, IDM-Reihe, Untersuchungen zum Mathematikunterricht. (Analysis of Instructional Actions - Volume 5, IDM Series, Inquiries into Mathematics Instruction.)
Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics.
REPORT NO.- ISBN-3-7614-0661-4
PUB DATE- 82
AVAILABLE FROM- Aulis Verlag Deubner & Co. KG, Cologne, West Germany.
LANGUAGE- German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Algebra; Communication Skills; Educational Research; Elementary Secondary Education; Language Processing; *Learning Problems; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Speech Communication; *Student Teacher Relationship; *Teaching Methods; *Verbal Communication
IDENTIFIERS- *Mathematics Education Research; West Germany

This set of five papers, written in German with abstracts in English, was collected by the Institut fuer Didaktit der Mathematik (Institute for the Teaching of Mathematics) at the University of Bielefeld in West Germany. In the first paper, Bauersfeld used a transcript of a videotaped scene of group work out of school as a basis for analyzing regularities in the communication within the group. The second paper, by Krummheuer, focuses on frame analysis within an eighth-grade class beginning algebra, and depicts difficulties in the communication process. In the third paper, Reiss proposes that the teacher's job is primarily managerial, with the guiding process a linguistic one. Heymann, in the fourth paper, presents two case studies investigating the implicit classroom theories of two mathematics teachers. The final paper, by Lorenz, considers learning difficulties in primary mathematics lessons. (MNS)

ED 234 574 EC 160 447

Scruggs, Thomas E.; And Others
Identification, Assessment, and Educational Programming for a Gifted, But Poorly Achieving Indian Child.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indians; Case Studies; Elementary Education; *Enrichment; *Gifted; Program Development; *Summer Programs; *Talent Identification; Underachievement

The case study describes a summer program designed for an 8-year-old American Indian boy who had demonstrated superior reasoning abilities but poor academic skills. Measures used in identification and diagnosis are discussed, and reasons for re-evaluating an initial label of learning disabilities are considered. It is explained that a program was developed to treat the boy's deficiencies as skill areas, rather than processes in need of training. Assessment findings were used to develop a program composed of basic reading and math skills, application of skills to the study of animals, and activities for enjoyment. The program's success is interpreted in terms of two implications for teaching highly able, academically deficient children: ability training in skill deficit areas should be stressed, and clearly stated objectives are necessary. Implications for assessment and identification of other gifted Native American children are drawn. (CL)

ED 234 658 HE 016 553

Hoeber, Daniel R.
"It's Not My Job": A Student Services Functional Inventory.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Ancillary School Services; Coordination; Higher Education; *Information Needs; Institutional Research; Needs Assessment; *Program Evaluation; Questionnaires; *Role Perception; *School Organization; School Surveys; *Staff Role; Student Needs; *Student Personnel Services
IDENTIFIERS- *Mercy College MI

The functions of student service offices at Mercy College of Detroit were clarified. A Key Personnel Group (KPG) consisting of the directors of all student service offices was formed. Administration of a needs assessment survey to students who had been admitted conditionally (i.e., entered with less than a 2.00 high school grade point average) revealed that their main needs were linked to student services. In addition, responses to Campus Information Quiz indicated that students were confused about where to seek assistance for different problems. Directors of student service offices also submitted statements of what their offices did, and each office was observed for 1 week. After all lists had been adjusted, the Student Services Inventory (SSI) was developed to collate all functions under appropriate headings (e.g., academic advising). For each function, respondents could indicate whether the function was currently being performed by the office or should be, as well as whether the function was major or minor. Once each of the student service offices had submitted its SSI, the results were produced in an SSI Summary. Finally, KPG meetings were held to determine the functions each office should be performing.An SSI and an SSI Summary are appended. (SW)

ED 234 717 HE 016 674

Hjelm, Howard F.; Sherman, Marian B.
The National Laboratory on Early Childhood Education: A Model of Educational Research and Development.
PUB DATE- 68
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTIONS- Advisory Committees; Clearinghouses; *Coordination; *Early Childhood Education; Educational Cooperation; *Educational History; Educational Research; *Information Networks; Linking Agents; Problem Solving; *Regional Laboratories; *Research and Development Centers; Research Needs
IDENTIFIERS- *NIE R and D Centers and Regional Educational Labs

The structure and functions of the National Laboratory on Early Childhood Education are discussed. The National Laboratory was designed to assume a leadership role by actually conducting a coordinated research and development (R&D) program and by continuously analyzing the field to identify problem areas and solutions. The National Laboratory was started in 1967 by the U.S. Office of Education with a nucleus of R&D centers, a Coordination Center, and an Educational Resources Information Center (ERIC) Clearinghouse. The R&D centers were envisioned as part of an integrated program, representing many disciplines and approaches but committed to cooperation. The group of centers would develop into a large network of communications among investigators and between them and practitioners. The National Coordination Center was designated to promote coordination among centers, reduce duplication, and generally raise the quality of R&D. The Steering Committee, composed of center directors and others, is the key instrument for achieving coordination of R&D work within the National Laboratory. The Advisory Board continually reviews the entire program, the quality of the research in individual centers and the efforts of the Coordination Center, in the context of the nationwide educational picture. (SW)

ED 234 746 IR 010 812

Essential Computer Competencies for Educators.
Texas Education Agency, Austin.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; *Competency Based Teacher Education; *Computer Literacy; Computer Programs; Elementary Secondary Education; Inservice Teacher Education; Programing; *Public School Teachers; Teacher Educators; *Teacher Role
IDENTIFIERS- *Computer Uses in Education

This publication outlines a set of competencies for all public school educators and is designed to guide the development of computer study based on specific objectives. The order for teaching the competencies is left to the discretion of the inservice or preservice teacher, and they may be taught in independent courses or incorporated into existing courses. Focus is on the teacher's educational role rather than administrative applications. It is noted that the individual competencies included, while stated briefly, may require weeks or months of time-on-task to acquire. A rationale and specific objectives are listed for the following topics: educational applications, implementation, attitudes, software, programming, hardware, computers in society, general applications, information resources, and future trends. An appendix lists five references. (LMM)

ED 234 792 IR 050 422

Ortiz, Eduardo; Basile, Anne
Educational Administration Terminology = Terminologie de l'Administration de l'Education = Terminologia de la Administracion de la Educacion.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED-82/WS/39
PUB DATE- 82

LANGUAGE- English; French; Spanish
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Definitions; *Educational Administration; *Educational Planning; Educational Resources; Glossaries; Personnel Management; Teacher Education; *Vocabulary

Based on educational administration textbooks and on thesauri and dictionaries published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the International Bureau of Education (IBE), and other institutions, this document presents a trilingual (English, French, and Spanish) glossary of approximately 2,500 terms or expressions in current use in educational administration. Definitions in English, French, and Spanish for about 200 of these terms are provided in a separate section. Also provided is a trilingual subject grouping of the defined terms, which are listed under: (1) education and its background; (2) systems, structures, out-of-school education, and school type, level, and modality; (3) educational planning; (4) educational administration; (5) educational personnel administration; (6) administration of the teaching-training process; (7) training of teaching and administrative personnel; (8) educational resources administration; (9) control and evaluation of the administrative process; and (10) technical aspects of administration and management. A 47-item bibliography of sources consulted concludes the document. (ESR)

ED 234 807 IR 050 439

Reference and Information Services. The Bookmark, Volume 41, Number II, Winter 1983.
New York State Library, Albany.
PUB DATE- 83
AVAILABLE FROM- New York State Library, Gifts and Exchange Section, Albany, NY 12230 (subscription for one year $1.50, individual copies $.50 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Libraries; Adolescents; *Information Services; Learning Resources Centers; *Library Services; Library Surveys; Local History; Microcomputers; *Online Systems; Pamphlets; Public Libraries; *Reference Services; State Libraries
IDENTIFIERS- Information Overload; Information Resources Management; *New York

Thirteen articles comprise this issue on reference and information services: (1) "Librarianship as Information Resources Management," by Bettina H. Wolff; (2) one librarian's views on misinformation, disinformation, and information overload, by Murray Bob; (3-6) descriptions of reference and information services at the John Jay College of Criminal Justice by Marilyn Lutzker, at the University of Rochester Health Sciences Library by Lucretia McClure, at Vassar College by Bernice K. Lacks, and at the State University of New York at Oswego by Blanche Judd; (7) "Reference and Information Services in the Small Academic Library," by Marva L. DeLoach and Elois A. Morgan; (8) "Pamphlet Collection Development (at St. Bonaventure University)" by Michael D. Spencer; (9) "Reference and Information Services in the Information Society: Possibilities for the School Library Media Center," by Jeanne English; (10) "Local History as an Information Service," by Sheldon L. Tarakan; (11) a description of uncomputerized reference and referral services at a small public library in Malone, New York, by David W. Minnich; (12) a report on a survey on the use of computerized literature searching at the New York State Library by Toni Risoli; and (13) a report by Patricia Boylan and others on a survey of young adult services in New York's public libraries. (ESR)

ED 234 836 JC 830 434

Evans, Arthur H., Jr.
Community Educational Needs Assessment. Office of Planning & Development Research Paper.
Pima Community Coll., Tucson, Ariz.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Community Surveys; *Educational Needs; *Employer Attitudes; High School Students; Needs Assessment; Questionnaires; School Surveys; Student Educational Objectives; Two Year Colleges

A community educational needs assessment was conducted to determine how well Pima Community College (PCC) was meeting community needs, provide information for updating PCC's 5-year master plan, enhance administrative decision making, and assist faculty in course and program revision. Surveys of high school students, county residents, and major area employers were utilized. Responses from 7,791 high school students to a career interests survey revealed that 15.3% planned to attend a community college and that the computer science field was the first or second career choice of 11.8% of the students, while an engineering career was the first or second choice of 11.3% of the students. Responses from 278 of 800 county residents surveyed indicated that 61% were or had been enrolled at PCC; 61% would enroll in the next 2 years if needed courses were offered; general interest and upgrading job skills were the primary reasons for college enrollment; respondents expressed greatest interest in business, office education, computer science, and public service courses; and 81.4% of the respondents preferred evening or weekend classes. Of the 272 employers surveyed, 148 responded. Of these, 96% were satisfied with employees trained at the college, and 51% reported no difficulty in locating qualified job applicants. College graduates were hired most frequently in the services field and least frequently for mining and construction jobs. Study questions are appended. (LL)

ED 234 851 JC 830 450

Malcolm-Rodgers, R.
Maryland Community Colleges Continuing Education Manual.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Adult Education; *Community Colleges; *Continuing Education; Course Evaluation; Educational Policy; Evaluation Criteria; *Noncredit Courses; Records (Forms); *State Aid; State Colleges; State Legislation; *State Standards; Two Year Colleges
IDENTIFIERS- *Maryland

This manual outlines Maryland's community college course evaluation system. Part I provides a historical overview of continuing education in Maryland, including the legal provisions establishing the development of continuing education courses as a function of community college instructional development. Part II presents policies for state participation in continuing education courses. Part III highlights evaluation criteria for continuing education courses, including those submitted for state funding and those for which state funding is not requested. Parts IV, V, VI present instructions for the completion of various forms required for state funding: Continuing Education Courses for State Funding, Data Monitoring Form, and Enrollment Report for (Equated Credit) Continuing Education Courses. Part VII provides instructions for submitting data on courses for which aid is not requested. After part VIII details the annual community college continuing education reporting schedule, part IX describes the continuing education data tape submission process, developed to provide standard computer programs for institutional reporting and data analysis. Parts X, XI, XII, and XIII describe processes for resubmission for funding, appeal, biennial review, and continuing education course inventory. (HB)

ED 234 866 JC 830 800

Lawrence, Ruth E.

Shorthand I. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Stark Technical Coll., Canton, Ohio.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Descriptions; Course Objectives; *Dictation; Introductory Courses; Office Occupations Education; *Shorthand; Two Year Colleges
IDENTIFIERS- *Gregg Shorthand; PF Project

An outline for an introductory course designed to present the fundamentals of Gregg shorthand is given. The objectives listed are: (1) to be able to read Gregg shorthand symbols rapidly and accurately; (2) to develop proficiency in vocabulary, spelling, punctuation and grammar as it relates to shorthand theory; and (3) to develop speed and proficiency when using shorthand knowledge/theory during transcription activities. Class activities are organized in conjunction with the first 30 lessons in the textbook, "Gregg Shorthand for Colleges, Volume One, Series 90." Performance objectives, learning activities, suggested instructor and student materials, an explanation of the student evaluation system, and a bibliography are included. (JW)

ED 234 884 PS 013 457

Budget Cuts and Black Children: A Response to the President's Budget for FY 1984.

National Black Child Development Inst., Inc., Washington, D.C.

PUB DATE- 83
AVAILABLE FROM- National Black Child Development Institute, Inc.,

1463 Rhode Island Avenue, N.W., Washington, DC 20005 (Paper, $4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Youth; Block Grants; Budgets; *Categorical Aid; Elementary Education; *Federal Programs; Preschool Education; *Retrenchment; *Welfare Services
IDENTIFIERS- *Federal Budget; New Federalism

In its analysis of the impact of the proposed Presidential budget for fiscal year 1984 on the future well-being of black children and families, this report recommends that social programs assisting these families in harsh economic times be improved rather than reduced. Specifically, the social programs or service areas discussed include Child Welfare Services; Title XX Child Care; Head Start; Aid to Families With Dependent Children; Compensatory Education for Disadvantaged Children; Education for All Handicapped Children; Vocational Education; Maternal and Child Health Block Grant Services; Special Supplemental Food for Women, Infants, and Children; Commodity Supplemental Food Program, Medicaid; and Child Nutrition Programs. A general description of each program is provided along with a discussion of its legislative intent and history and an analysis of the proposal's potential effect on black children. It is argued that funding reductions, block grants, decreased federal regulations, and program eliminations threaten the well-being of low-income children and of black children in particular (due to their overrepresentation among the poor). Strategies for use by child advocates and other concerned individuals are provided to help protect those programs important to the development of black children. Persons responsible for particular program issues are listed. (BJD)

ED 234 899 PS 013 827

The Failure of Our Public Schools: The Causes and a Solution.
National Center for Policy Analysis, Dallas, TX.
PUB DATE- 30 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Attendance; *Educational Finance; *Educational Improvement; Educational Policy; *Educational Practices; Elementary Secondary Education; *State Aid
IDENTIFIERS- *Funding Formulas; Reading Writing and Arithmetic Development System

While the report of the National Commission on Excellence in Education identified reasons for decline in students' academic achievement, it did not offer any explanation of how the "tide of mediocrity" developed. An investigation of causes of the situation the Commission described produced four principal findings: (1) Since World War II, an increasing share of public school revenue has been awarded to school districts on the basis of attendance. (2) A fundamental conflict exists between goals of higher attendance and higher academic achievement. (3) School districts have resolved this conflict by sacrificing learning goals in order to reach attendance goals. (4) Because there is no financial penalty attached to low academic achievement, school districts also have sacrificed learning goals to other, peripheral goals selected by principals, teachers, and students. Consequently, if the quality of education in the public schools is to be fundamentally improved, the financial incentives facing school districts must be changed. To this end, the Reading, Writing, and Arithmetic Development (REWARD) System for educational funding has been proposed. The REWARD funding formula radically redesigns state funding of education: while a major portion of state education funds would be dispensed on the basis of attendance and other factors, a significant percentage of funds (perhaps 20 percent) would be allocated on the basis of academic achievement, thereby providing school districts with financial incentives for educational excellence. (RH)

ED 234 914 PS 013 857

Infant Mortality. A Report Prepared by the Congressional Research Service for the Use of the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, U.S. House of Representatives, 98th Congress. Committee Print 98-J.

Library of Congress, Washington, D.C. Congressional Research Service.

SPONS. AGENCY- Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Birth Weight; *Federal Programs; Global Approach; *Infant Mortality; Influences; National Surveys; Racial Differences; Tables (Data); Urban Areas

Recently, reports have indicated that, after years of steady decline, infant mortality has begun to increase in a number of communities throughout the United States. Many of these reports come from areas experiencing high levels of unemployment. While the dimensions and causes of this problem are not entirely understood, strong indications exist that this situation can be attributed to some degree to both the current recession and the cutbacks in those health care programs that have in the past been effective in helping reduce infant mortality. To assist members of the Congressional Subcommittee on Health and the Environment, background information was assembled for this report. The information includes a discussion of the causes of infant mortality, data concerning infant mortality and low birth weight, and information on federal programs affecting maternal and child health. A glossary of specific terms used in the report is provided. (RH)

ED 234 971 RC 014 373

Bell, T. H.
Rural Education and Rural Family Education Policy for the 80's.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 23 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Community Involvement; Coordination; Databases; Educational Objectives; Educational Planning; *Educational Policy; Educational Research; Educational Technology; Elementary Secondary Education; *Equal Education; *Federal Government; Futures (of Society); *Government Role; Information Dissemination; Minority Group Children; Needs Assessment; *Rural Education; *Rural Family; Special Education
IDENTIFIERS- *Department of Education

The Department of Education's (ED) rural education/rural family education policy for the 80's includes strengthened efforts to insure that rural education shall receive an equitable share of information, services, assistance, and funds available through ED and its programs. The Department will assist educators in developing outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups, and businesses, in an effort to improve delivery of educational services to rural communities. The database on education in rural areas will be expanded, and information disseminated through existing organizations/agencies and new technologies. Department program regulations will be monitored to insure equity for all districts, regardless of size/location. The Department will help identify and develop special programs for rural handicapped individuals. Department personnel will coordinate available research on shortages and needs, effective practices, and programs, for the Education Secretary's Rural Education Committee. Rural institutions will be included by the Department in demonstration programs and rural communities will be involved in educational technology planning. Consultants and technical assistance will be provided to improve the quality of rural education. Local/regional/state/federal networks will be coordinated to improve public sector/private sector collaboration. The Department will help rural education improve achievement of Blacks, American Indians, migrants, and other minority students. Family education programs/services will be provided through vocational home economics education. (MH)

ED 234 627 FL 013 946

Shrum, Judith
Foreign Language Camps: A Success Story.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Camping; Enrichment Activities; French; German; *Language Enrichment; Learning Activities; Secondary Education; *Second Language Instruction; Spanish
IDENTIFIERS- *Language Camps

The foreign language camps, operated by Virginia Tech since 1981, offer high school students a one-week foreign language experience in French, German, or Spanish. The camps bring together native speakers, high school students and teachers, and university students and faculty to experience learning situations similar to those encountered in a foreign country. The participants, staff, facilities, activities, schedule, and funding are described. Activities include conversation groups, folk singing and dancing, hiking, sports, drama, games, and films. Application forms, a sample syllabus, schedules, activity group materials, diplomas, evaluation forms, publicity materials, a teacher packet, and a proposed budget are appended. (Author/RW)

ED 234 822 IR 050 457

Spencer, Dorothy A.; And Others
Management of Media in Hospital Libraries.
Medical Library Association, Chicago, Ill.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Audiovisual Aids; Cataloging; Course Content; Glossaries; *Hospital Libraries; *Information Sources; *Learning Resources Centers; Library Material Selection; Library Technical Processes; *Medical Libraries; *Nonprint Media; Professional Continuing Education; Reference Materials

Intended for personnel with no prior experience or training in the provision of audiovisual materials, this continuing education course booklet presents an introduction to the acquisition and administration of 16 mm films, 35 mm slides, 3/4 inch videotape cassettes, 35 mm filmstrips, and audiotape cassettes in hospital libraries serving hospital staff and/or patients. A description of the development of a learning resources center in a hospital library includes information on planning and budget considerations and a list of advantages and disadvantages of 10 audiovisual formats. This is followed by a review of published and other sources of information on health science audiovisual materials and audiovisual equipment. A list of organizations offering information on audiovisuals and a discussion of interlibrary lending are also provided. Further sections cover the evaluation, acquisition, cataloging, packaging, labeling, and shelving of audiovisual materials, and the selection and maintenance of audiovisual equipment. An extensive list of sources that produce health science audiovisual materials is given which includes their addresses and telephone numbers. Also provided are a suggested course timetable, a 50-item glossary of audiovisual terminology, and a 79-item bibliography. (ESR)

ED 234 929 PS 013 879

Naimark, Hedwin
Children's Understanding of Social Class Differences.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; Advantaged; Age Differences; *Children; Cognitive Development; Concept Formation; Cues; Economically Disadvantaged; Emotional Response; Interviews; *Perception; Photographs; *Social Class; *Social Differences; *Young Adults

Investigated were school children's recognition of social class distinctions, cues they used, and the relationship of their ideas about social class to other beliefs and attitudes about the social world. An ethnically mixed group of 201 male and female subjects participated in the study. Five age groups were represented: second, fifth, and sixth graders, considered separately; a combined eighth/ninth-grade group; and college students. Subjects sorted photographs of people into categories along a poor-to-rich dimension, gave reasons for their categorizations, and participated in an interview eliciting a wider range of beliefs and attitudes. Substantial agreement across grade levels was found in judgments about who was rich or poor. Young children emphasized external aspects of class differences and had difficulty imagining role changes. Older children also used external features but added psychological explanations; they thought upward mobiliity would be difficult due to external and internal limits. By adolescence, subjects saw the world as less flexible and thought it unlikely that they would change their socioeconomic status. Young subjects thought that rich and poor could be friends; older children saw barriers to such friendships. Children's feelings appeared to be involved in decisions made about people in the photographs; data also revealed relationships among notions about social class, likeability, and attractiveness. (Examples of photographs used are appended.) (RH)

Lister, Bob
Instructional Strategies for Vocational/Special Needs. Resource Paper No. 4.
New Hampshire State Dept. of Education, Concord.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Curriculum Development; Educational Needs; *Educational Strategies; Educational Trends; Exceptional Persons; High Schools; Mainstreaming; Normalization (Handicapped); Prevocational Education; Program Descriptions; *Resource Room Programs; *Special Education; Special Education Teachers; Teaching Methods; *Vocational Education; Work Experience Programs
IDENTIFIERS- New Hampshire; PF Project; Special Needs Students

A brief description is provided of ways in which vocational programs have been modified for handicapped students at Portsmouth High School (New Hampshire). Examples are: (1) regular vocational programs with support services and modification curriculum; (2) special vocational programs in which pre-vocational entry level skills are developed prior to integration into regular vocational programs; and (3) self-contained vocational programs designed for the more severely handicapped. Career education and work experience are seen as valuable components to all vocational programs. Twenty-one instructional strategies and curriculum modifications are listed to assist educators in making materials more relevant and appropriate for students with special needs. Using contract grading, evaluating the reading level of materials used, taping lectures, using pictures to describe processes, providing for repetition, and giving only one or two instructions at a time are examples of suggested instructional strategies. In addition, a cooperative effort between vocational instructors and specialists from other subject areas is recommended. (LH)

ED 234 610 FL 013 928

Sage, Howard
Short, Sweet, and Sticky: Short Fiction for ESOL Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *English (Second Language); Fiction; Language Skills; Second Language Instruction; *Short Stories; Teaching Methods

The rationale for teaching short fiction to high intermediate and advanced English as a second language (ESL) students is discussed. The main use of short fiction in the ESL or bilingual class is as a decoding tool. Any reading function is peripheral. Short fiction, including non-fiction narratives, can provide a supplement to the regular curriculum. Its use fulfills the student goals of self-correction and self-mastery of advanced points, organization of supporting materials, vocabulary expertise, deeper immersion into and understanding of cultural givens embedded in the target language, and development of the student's voice. The teacher's task is to arrange for the students themselves to see into the fiction and to enable the students to transfer understanding gleaned from the stories to their work in the target areas. Studying fiction offers the collateral benefit of providing an opportunity for students to express feelings in English. For someone developing English language skills, it is a safe experiment and a healthy outlet. (RW)

ED 234 643 FL 013 965

So, Alvin Y.; Chan, Kenyon S.
What Matters? The Relative Impact of Language Background and Socioeconomic Status on Reading Achievement.
National Center for Bilingual Research, Los Alamitos, Calif.
REPORT NO.- NCBR-TN-8
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90702.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Ethnicity; High School Students; Hispanic Americans; Longitudinal Studies; Minority Groups; National Surveys; *Reading Achievement; Secondary Education; *Socioeconomic Status

The cause of the reading achievement gap between language minority students and non-language minority students was examined. Data from the "High School and Beyond" study, a national longitudinal study of 58,000 high school sophmores and seniors, were used. Through the application of regression analysis, it was found that both language background and socioeconomic status (SES) had a substantial and independent impact on reading achievement scores, but SES had more of an impact on Anglo students than on Hispanic students. When the reading gap was further analyzed using Duncan's (1969) statistical technique, it was found that only about half of the reading gap was accounted for by removing the effects of SES and ethnicity. This remaining gap had to be explained by language and other variables. It was concluded that efforts directed only at raising the socioeconomic status of language minority students would not provide an adequate solution to the problem of the reading achievement gap. (Author/RW)

ED 234 688 HE 016 613

Lander, Byron G.
Neustadt's "Presidential Power" and University Governance: A Case Study Analysis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Characteristics; Case Studies; College Administration; *College Presidents; *Conflict Resolution; *Decision Making; Demonstrations (Civil); Discipline Policy; Governance; Higher Education; *Leadership Qualities; Political Influences; Power Structure; Student College Relationship
IDENTIFIERS- *Kent State University OH; *Neustadt (Richard E)

The relevance of Richard E. Neustadt's presidential choice making theory to a university presidency is analyzed. This theory, which was introduced in Neustadt's 1960 publication "Presidential Power," is examined in regard to situations that occurred at Kent State University (KSU): the KSU Black United Student (BUS) confrontation with the Oakland Police in 1968; the Students for Democratic Society's disciplinary hearing conflict in 1969; the May 1970 crisis in which four students were killed by Ohio National Guardsmen; and the approaches of two KSU presidents in handling BUS demands. It is suggested that the following concepts help to explain presidential decision making: personality, experience, competing information sources, active participant involvement, self-imposed deadlines, and vantage points. In addition to having the right kind of personality and political experience, the university president needs to be an active participant in events. Personal involvement helps the president in avoiding heavy reliance on competing sources of information. The president should impose specific time deadlines and make use of vantage points and perception of power stakes to make the right decision. Making the right choices aids the current bargaining and increases the president's professional reputation and his popular prestige. (SW)

ED 234 732 HE 016 693

Leifman, Steven
Guaranty Agency Questionnaire.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- 19 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Banking; College Students; *Credit (Finance); *Eligibility; Federal Regulation; *Financial Aid Applicants; *Financial Policy; Higher Education; Out of State Students; Questionnaires; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

The extent to which guaranty agencies, lenders, and state secondary markets impose restrictions on Guaranteed Student Loan (GSL) borrowing that go beyond federal regulations was assessed through a survey of 53 guaranty agencies. Seventeen of the agencies imposed restrictions on GSLs that go beyond federal regulations, including not loaning to borrowers from correspondence schools, part-time students, or out-of-state students. A total of 49 agencies used commercial lenders, and the most common restrictions imposed by the lenders were the requirement of a previous customer relationship and an unwillingness to lend to out-of-state students and students enrolled in less-than-two-year programs. For the 13 agencies using direct lenders, the most common restriction imposed on borrowers was the unwillingness to lend to out-of-state students. Of the 24 agencies operating a secondary market, 7 imposed restrictions, including the following: a requirement of a minimum balance of $1,000 on loans they will purchase, an unwillingness to purchase loans made either to students from out-of-state institutions or to out-of-state borrowers attending institutions in the guaranty agency's state, and an unwillingness to purchase loans from borrowers from institutions with certain default rates. (SW)

ED 234 777 IR 050 401

Kurkul, Donna Lee
The Development of a Computer-Based Library System: LCDF - Library Collection Distribution Formulas.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Computation; *Computer Programs; Library Automation; *Library Collections; Library Facilities; *Library Planning
IDENTIFIERS- *Collection Movement; PASCAL Programing Language

LCDF (Library Collection Distribution Formulas) is a modular, interactive, user-friendly applications and instructional software package designed to help librarians determine the placement and calculate the distribution of book collections and book sequences in a library, prior to physical collection movement. LCDF is written in UCSD (University of California at San Diego) Standard Pascal and will run on any mainframe or microcomputer with a Pascal compiler or a P-system (P-code interpreter). The package's four modules are used to enter data for current and new book stack shelf configurations, to perform a feasibility of options study, and to calculate collection sequence placement. There is also the capability of automatic charting and revision of charted data. Program documentation is self-contained and can be accessed online or printed at the user's option. The program was validated by comparison with the manual calculations made prior to the movement of a 683,000-volume academic library. The advantages of using LCDF include its ability to save time, produce accurate results, and provide printed copies of charts and calculation results. This thesis describes the development and evaluation of LCDF and presents a draft version of the LCDF user manual, a sample run of the LCDF program, sample results, and a 10-item bibliography. (ESR)

ED 234 956 RC 014 343

Martellaro, Helena C.; Edington, Everett

Relationship of School Enrollment Size to Academic Achievement in New Mexico.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Consolidated Schools; Educational History; Elementary Secondary Education; *Eligibility; *Enrollment; *Ethnicity; Predictor Variables; *School Size; Small Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; *New Mexico

The movement toward small school consolidation was based in part on the presumption that academic achievement was lower in small schools, but the results of a study showed that school size was not significantly related to academic achievement in elementary and secondary schools in New Mexico. To determine the relationship of school size and academic achievement when corrections were made for other possible predictors of achievement, researchers studied enrollment and achievement data for a total of 566 New Mexico schools. They used enrollment figures for the 120th day of school and the "total scale scores" on the Comprehensive Test of Basic Skills for students in grades 5, 8, and 11 in 1978, 1979, 1980, and 1981. Although school size appeared to affect academic achievement when no other variables were considered, size was not significantly related to academic achievement when placed in context with other variables. Results showed that two variables, percentage of students elegible for Title I in the lower grades and the student ethnicity variable in the higher grades, were far more useful predictors of academic achievement in a school than school size. (SB)

ED 234 986   SE 043 144

Bauersfeld, Heinrich; And Others
Lernen und Lehren von Mathematik-Analysen zum Unterrichtshandeln II - Band 6, IDM-Reihe, Untersuchungen zum Mathematikunterricht. (Learning and Teaching of Mathematics - Analysis of Instructional Actions II - Volume 6, IDM Series, Inquiries into Mathematics Instruction.)
Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics.
REPORT NO.- ISBN-3-7614-0729-7
PUB DATE- 83
AVAILABLE FROM- Aulis Verlag Deubner & Co. KG, Cologne, West Germany.
LANGUAGE- German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Algebra; Calculus; Communication Skills; Educational Research; Elementary Secondary Education; Language Processing; *Learning Problems; *Learning Theories; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Problem Solving; Speech Communication; Student Teacher Relationship; *Teaching Methods; *Verbal Communication
IDENTIFIERS- *Mathematics Education Research; West Germany

This set of five papers, written in German with abstracts in English, was collected by the Institut fuer Didaktit der Mathematik (Institute for the Teaching of Mathematics) at the University of Bielefeld in West Germany. In the first paper, Bauersfeld considers domains of subjective experiences as the best issue for an interactive theory of mathematics learning and teaching, using transcripts and interpretations of classroom discourse. Krummheuer, in the second paper, deals with communication problems between teacher and pupils, using instances from beginning algebra. Lorenz discusses learning problems in primary mathematics education in the third paper, describing work with underachieving students. In the fourth paper, Voigt uses transcripts of several lessons introducing probability calculus to make a microethnographic study of typical problem-solving processes with mathematical tasks. Bussman, in the final paper, attempts to show that current paradigms in mathematics education literature thematize both teaching-learning processes and educational processes, but neglect mathematical abilities. (MNS)

ED 234 575 EC 160 448

Witt, Joseph C.; And Others
Acceptability of Behavioral Interventions Used in Classrooms: The Influence of Amount of Teacher Time, Severity of Behavior Problem, and Type of Intervention.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; Classroom Techniques; *Decision Making; *Intervention; Program Effectiveness; *Teacher Attitudes

Acceptability of classroom interventions for behavior problems was assessed by having 180 preservice and student teachers read case studies involving intervention and then judged the intervention's acceptability by completing the Intervention Rating Profile, an assessment instrument designed to evaluate acceptability of an intervention in terms of five factors (whether it was generally acceptable, whether it posed undue risk to the child, whether it required excessive teacher time, whether it had negative effects on nontarget children, and whether it required overly high levels of teacher skill). Among major conclusions were that the determination of acceptability embodied the five components, that a teacher's decision to use an intervention appeared to be based on consideration of a complex array of factors, and that the Intervention Rating Profile appeared sensitive to variables influencing teachers' perceptions and possible utilization of an intervention. (CL)

ED 234 628 FL 013 949

Offenberg, Robert M.; And Others
Evaluation of the Potter-Thomas Bilingual-Bicultural Magnet Elementary School Project, 1981-1982. Report 8330.
Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 83
GRANT- G008104641
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; Elementary Education; English; Hispanic Americans; *Magnet Schools; *Program Evaluation; Program Implementation; Spanish; Voluntary Desegregation
IDENTIFIERS- Pennsylvania (Philadelphia)

The project is designed to support the school district's voluntary desegregation plan by providing a highly individualized program to attract pupils from outside the school boundaries. A Bilingual-Bicultural Learning Center and supportive instruction personnel were installed in the school to help with the variety of needs of the individual Hispanic and non-Hispanic students. Project management devoted the first grant year to obtaining and organizing the human and material resources for the program of individualized instruction. The instructional materials, Bilingual-Bicultural Learning Center, and the classroom aides funded by the new project will provide additional support to pupils whose skill levels deviate from the skill levels of the majority of pupils of their language group and grade. Initially, the individualized instruction in English as a second language (ESL) is to be targeted to the Hispanic students in beginning and advanced level ESL in grades 3 to 5. The individualized Spanish as a first language instruction is to be targeted to first- and second-grade Hispanic pupils whose achievement in their first language is substantially above or below that of their classmates. The Spanish as a second language instruction is to be targeted to English dominant pupils who are able to do more advanced work than their peers. It is concluded that the first year of the project was successfully devoted to the installation of the human, instructional, and equipment resources needed to provide increased individualization. (RW)

ED 234 659 HE 016 554

McKenna, Barbara, Comp.
Surveying Your Alumni: Guidelines and 22 Sample Questionnaires.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-212-8
PUB DATE- 83
AVAILABLE FROM- Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Alumni; *Attitude Measures; *Biographical Inventories; College Graduates; *Graduate Surveys; Higher Education; Institutional Research; *Questionnaires; *Research Methodology

A guide for conducting alumni surveys is presented, including 22 sample questionnaires. The first section on planning an effective survey strategy includes the following five articles: "Let's Take a Survey" (Cletis Pride); "Surveying Your Alumni: Or an Unexamined College Is Not Worth Loving" (Jocelyn Bartkevicius); "Make Your Survey Scientific" (James H. Frey); "The Postman Rings Thrice: How to Survey Your Alumni through the Mail" (H. Martin Moore); and "Let Your Fingers Do the Walking: The Nine Steps of Surveying Alumni via Telephone" (Robert D. Mills). Seven biographical questionnaire samples and 16 opinion questionnaire samples are provided, along with a selection of cover letters and followup correspondence. Finally, three articles are provided that address the challenge of presenting the survey results: "CSPP Alumni: Where Are They Now?" (Special Report, California School of Professional Psychology); "Who Are the Alumni" (Elise Hancock in "Johns Hopkins Magazine"); and "The Shockley Report" (in "Vanderbilt Alumnus"). Specific topics addressed in the guide include: the problems with many alumni surveys; using standard scientific sampling and research procedures; a time-table for planning mail surveys, and a comparison of face-to-face, mail, and telephone surveys. (SW)

ED 234 674 HE 016 579

McClain, Ruth S.; Sartwell, David
A Study of Freshman Student Withdrawal at Salem State College.
Salem State Coll., Mass.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Attendance; College Choice; *College Freshmen; College Transfer Students; *Commuting Students; Dormitories; Dropout Research; *Financial Needs; Higher Education; Institutional Research; Questionnaires; State Colleges; *Student Attrition; *Student College Relationship; Student Motivation
IDENTIFIERS- *Salem State College MA

Reasons for the withdrawal of 159 first-semester freshmen from Salem State College, Massachusetts, during the fall 1981 or 1982 semesters were studied. Questionnaire results supported the following assumptions: community problems contribute to student withdrawal, not getting into the dorm contributes to attrition for some students, financial problems play an important role, some students are not ready for college, and the registration process discourages some students. Findings include the following: the greatest frequency of official withdrawal occurred for business administration students and students who had not declared a major; 62 percent of the withdrawing students indicated that Salem State College was their first college choice; two-thirds of the respondents were enrolled in the major of their choice; 78 percent withdrew without meeting with their advisor prior to withdrawal; 64 percent were employed, but only 18 percent worked more than 20 hours per week; 70 percent contributed toward the costs of attending college; and 50 percent of students who withdrew indicated that they had transferred to another college. A questionnaire and survey data are included. (SW)

ED 234 703 HE 016 629

Henderson, Cathy
College Costs: Recent Trends, Likely Future. Policy Brief.
American Council on Education, Washington, D.C. Association Council for Policy Analysis and Research.
PUB DATE- Jul 83
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cost Indexes; *Economic Climate; Educational Finance; Fees; Higher Education; *Inflation (Economics); *Noninstructional Student Costs; Prediction; Private Colleges; State Colleges; Trend Analysis; *Tuition
IDENTIFIERS- *College Costs; *Consumer Price Index; Higher Education Price Index

Recent trends in college costs and reasons why college costs have been increasing are considered. Comparative data are presented on recent rates of growth among average college charges, faculty salaries, the Higher Education Price Index (HEPI), and the Consumer Price Index (CPI). It is shown that from 1977 through 1982, average total tuition, fees, room, board, and other personal college expenses did not rise as steeply as the annual CPI. The rate of increase in college charges at public institutions stayed below the CPI level, and the rate at independent institutions generally followed the CPI. The HEPI appears to have lagged behind the CPI increase from fall 1977 through fall 1982. Projections regarding the CPI, college costs, and inflation are also included. Four conditions under which college charges are likely to rise more slowly than expected are identified, along with five conditions under which college costs could be driven higher than expected. It is suggested that the rate of change in charges will be determined largely by national and state economic conditions, public policy decisions, and consumer reactions. (SW)

ED 234 747 IR 010 813

Kemerer, Richard W.; Schmid, Richard F.
Evaluating a Complex Program: Where to Start and How to Finish.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Data Analysis; *Distance Education; Evaluation Methods; *Formative Evaluation; Higher Education; Instructional Materials; *Material Development; *Program Evaluation
IDENTIFIERS- *Adjusted Agreement Index; Canada

Data on the intrinsic characteristics of an educational program are essential in pilot testing new programs in order to determine how successfully design components have achieved their intended purpose. At the outset of an evaluation of such data, it is necessary to define the evaluator's role and determine what intrinsic information will be required, when it will be needed, who can provide it, and how it will be collected. The Adjusted Agreement Index (AAI) was used in a case study to summarize data from a complex program developed by the Institute of Canadian Bankers, in which eight university-level distance education courses were simultaneously pilot-tested for 26 weeks with over 1,000 Canadian students. The AAI score depicts relative agreement by respondents and is calculated by subtracting the percentage of respondents who disagree with a statement from the percentage who agree. Results indicate that the AAI is a helpful tool in summarizing results clearly so that decision-makers will know which intrinsic characteristics require immediate attention for revision purposes. The AAI is easy to calculate and use with subjective response questionnaires. Two references are listed, and four figures illustrate evaluation design, AAI calculation, score distribution for various AAI results, and student perceptions of assignments by course. (LMM)

ED 234 762 IR 010 829

Carey, John; Siegeltuch, Mark
Teletext Usage in Public Places. Research on Broadcast Teletext: Working Paper Number Eight.
New York Univ., N.Y. Alternate Media Center.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; National Science Foundation, Washington, D.C.; National Telecommunications and Information Administration (DOC), Washington, D.C.
PUB DATE- Nov 82
AVAILABLE FROM- New York University, Alternate Media Center, 725 Broadway, 4th floor, New York, NY 10003 ($12.00, per copy).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Oriented Programs; Costs; Field Studies; Information Networks; Media Research; Program Content; Program Evaluation; *Public Facilities; Standards; *Systems Development; *User Satisfaction (Information); *Use Studies; *Videotex
IDENTIFIERS- Access to Information; *Telidon System

This report presents the findings of research conducted at 10 public sites during the Alternate Media Center/WETA-TV teletext trial in Washington, D.C., from June 1981 to July 1982, in which two different services were tested using Telidon technology. The first, which is characterized as a small electronic newspaper, placed more emphasis on timely "hard" information; the second, characterized as a small electronic feature magazine, placed greater emphasis on design and a stylized presentation of "soft" content. A discussion of teletext users and behaviors at the public sites includes teletext user characteristics, length of viewing sessions, user difficulties, quantitative data, reception problems and user trouble, and qualitative observations. Information on content selections includes gross statistics, selection of indexes and content frames, popularity of topic groups, selection rating of topic groups, most popular frames, changes in use over time, and updating and frequency of use. A section on user evaluations of the teletex service examines general reactions to the service, attractiveness of public site terminals, willingness to pay, and information wants. Final sections address social integration, terminals in public locations, costs/pricing in public locations, system issues, system features and teletext standards, and teletext and public broadcasting. Appendices contain information on service content and supplementary tables related to teletext users, content selections, and user evaluations. (LMM)

ED 234 793 IR 050 423

A Report to the Florida Legislature on Developing a Florida Information Resource Network (FIRN). Second Edition.

Florida State Dept. of Education, Tallahassee.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computers; Databases; *Data Collection; Elementary Secondary Education; Government School Relationship; *Information Networks; Management Information Systems; Online Systems; Postsecondary Education; Program Development; Public Schools; *Recordkeeping; *School Districts; State Aid; *State Departments of Education; State Programs; Telecommunications

IDENTIFIERS- *Computer Networks; Education Data Elements Dictionary; *Florida Information Resource Network

This second-year project report describes the current status and future planned development of the Florida Information Resource Network (FIRN), an evolving statewide system which will make possible the electronic movement of educational data between Florida's public schools, school districts, colleges, universities, the Department of Education (DOE), and the legislature. Major sections of the report discuss legislative and DOE activities related to FIRN, current and future levels of functional computing capability in Florida's educational system, the five-phase FIRN implementation program, and FIRN's anticipated costs. The timing of implementation phases; advisory, policy and staff considerations; security and privacy issues; and proposed methods of evaluation are briefly described. A technical summary of hardware, software, and system configurations in different FIRN implementation stages is provided. Appendices contain diagrams of the management information system model used by Florida's educational information community and the hierarchy of that community; a list of current computing capabilities of the individual Florida school districts; sample pages from a FIRN data element dictionary covering student, program, staff, finance, facility, and community data elements; a recommendation from the State University System of Florida (SUS) for an educational computer network; and a review of DOE and public school data collection instruments and activities. A list of FIRN benefits and a glossary are included. (ESR)

ED 234 837 JC 830 435

Lucas, John A.
Student Characteristics as Compared to the Community Profile, 1982-1983. Volume XII, No.11.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 16 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Credits; Community Colleges; Continuing Education; Enrollment Influences; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1982 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 498 degree credit students and 300 continuing education students were surveyed. Based on responses from 90% of the degree credit and 82% of the continuing education students, and on 1980 census data, the study findings revealed: (1) 3.2% of the district population was enrolled in degree credit programs and 2% in continuing education programs; (2) 7.5% of the degree credit students and 11% of the continuing education students were from minority backgrounds, while 6.3% of the district's population was non-White or Hispanic; (3) of the degree credit students, 47% were male, 35% had some prior college experience, and 8% held a bachelor's degree (BA); (4) of the continuing education students, 40% were male, 65% had some prior college experience, and 31% held a BA; (5) 56% of the degree credit students were employed full-time, and only 15% planned to continue working in the same field; (6) primary enrollment influences for degree credit students were ability to enroll in a specific program, friends and relatives, convenience, and low cost; and (7) for continuing education students, primary reasons for enrolling at WHRC were specific programs, the semester schedule, and convenience. Data tables detailing results and the questionnaire are appended. (HB)

ED 234 900 PS 013 830

Presson, Clark C.
Beyond Egocentrism: Developing Symbolic Uses of Spatial Information.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Children; *Cognitive Development; *Egocentrism; Map Skills; *Performance Factors; *Spatial Ability; Symbolic Learning
IDENTIFIERS- Symbolic Thinking; Symbols (Cartography)

Reported are research findings that (1) illustrate the importance of primary spatial orientation for children's and adults' use of symbolic spatial skills and (2) indicate the importance of the distinction between primary and secondary spatial orientation. At least two major ways exist in which humans gather and use spatial information. The conceptually and developmentally primary manner of use guides immediate orientation and action in space. Secondary uses of spatial information include symbolic representation and various aspects of spatial thought (for example, drawing or reading maps, mental rotation, perspective problems). The distinction between primary and secondary uses of space has not been consistently pursued, and the ongoing role of primary orientation in the post-infancy years for all spatial tasks has been overlooked. Research findings indicate that primary orientation to immediate space affects the ability to use spatial symbols and to establish in a secondary way their correspondence with specific spatial information. The importance of the contrast between primary and secondary spatial systems can be seen also in differing modes by which spatial information is learned. Some areas needing additional study are specified and a promising direction for further research is described. (RH)

ED 234 915   PS 013 859

Children of Working Mothers. Special Labor Force Report. Bulletin 2158.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Mar 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Children; *Employed Women; Employment Patterns; Ethnic Groups; Family Characteristics; Incidence; Income; *Social Change; Tables (Data)

Part of a Special Labor Force Report series, this bulletin on children of working mothers discusses the increase in the number of children with working mothers as of March 1981, and describes major reasons for this growth. The bulletin consists of an article first published February 1982 in the "Monthly Labor Review," additional tables providing more detailed data, and explanatory notes concerning basic labor force concepts, sample design, estimating methods, and reliability of the CPS data. Data were compiled from questions supplementary to the March 1981 Current Population Survey (CPS), which was conducted and tabulated for the Bureau of Labor Statistics by the Bureau of the Census. (RH)

ED 234 943 RC 014 316

Chesterfield, Ray; And Others
Interaction Strategies of First Graders Who Have Experienced Different Bilingual Preschool Models. Final Report.
Juarez and Associates, Inc., Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 82
GRANT- NIE-G-81-0124
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Communication Research; *Communication Skills; English (Second Language); *Grade 1; *Interaction; Language Acquisition; Language Proficiency; Limited English Speaking; *Mexican Americans; Models; Multicultural Education; Preschool Curriculum; Preschool Education; Research Methodology; Second Language Learning; Spanish
IDENTIFIERS- Project Head Start; United States (Southwest)

Three different bilingual, bicultural curriculum, preschool models encouraged children to use three different interaction strategies, but the models had no lasting effects on the children's first grade interactions, according to a year's observation of the communication experiences of 42 Mexican American children of varying English language proficiencies in three Southwest classroom sites. In the preschool setting, the experiences emphasized by the curriculum model in use influenced the frequency of strategy employed by the children. In the first grade, the structure of the children's communicative episodes were similar in Spanish-dominant, bilingual, and English-dominant classrooms; but the frequency of strategy use differed by classroom type. Language proficiency influenced how children used strategies, which differed with peers and adults. Interaction sequences related to language acquisition accounted for 50% of the communication acts in a given communicative episode. Children acquired interaction skills in a similar order, although those with greater English language proficiency were able to use more English strategies at an earlier age. Among children of limited English proficiency, a significant relationship existed between gains in English proficiency and an increase in the number of strategies used. The study has implications for the development of instructional practices in bilingual education settings. (SB)

ED 234 972 RC 014 376

Seifert, Edward H.; Kurtz, William H.
Teacher Recruitment and Retention Strategies for Smaller Schools. A Handbook for Superintendents and School Boards.
Southwest Texas State Univ., San Marcos.
PUB DATE- Jun 83
AVAILABLE FROM- Small Schools Resource Center, Southwest Texas State University, San Marcos, TX 78666 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adjustment (to Environment); *Community Involvement; Elementary Secondary Education; *Employment Interviews; *Labor Turnover; School Community Relationship; School Involvement; *Small Schools; Social Support Groups; Teacher Attitudes; *Teacher Orientation; Teacher Qualifications; *Teacher Recruitment; Teacher Selection; Teacher Shortage; Teaching Conditions

Working together, communities and small school districts can combat teacher shortages affected by negative attitudes towards teaching, working conditions, and general economic conditions by providing sufficient resources for successful teacher recruitment and retention programs. Specific strategies for recruitment, interviewing, induction, and retention are essential program elements. Effective recruitment strategy depends on the recruiter's ability to locate teachers whose characteristics fit the small school's needs. Successful strategies also include such proven components as competitive salaries and fringe benefits, subsidized advanced education in return for teaching commitments, paid interview trips and moving expenses, guaranteed summer employment, and the inclusion of community information in recruitment materials. Interviewing strategies require skilled interviewers who listen well, like the community, and can match the teacher's skills and interests to the job and community. Effective induction involves both long- and short-term orientation activities based on goals reflecting new employee needs and district philosophy. Such goals include good communication, community involvement, help in adjusting to the work environment, and a year-long orientation to the school and community. Retention strategies require a community commitment to higher salaries; social inclusion of teachers; opportunities for long range growth, prestige, and recreation; and motivators such as paid professional dues. (SB)

ED 234 718 HE 016 675

Policy Statement on Future Competitions for Regional Educational Laboratories and Educational Research and Development Centers under Section 405(f) of the General Education Provisions Act.

National Inst. of Education (ED), Washington, DC.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; Agency Role; Bids; *Competitive Selection; Educational Development; Educational Research; Eligibility; *Federal Aid; Financial Support; Higher Education; Leadership Responsibility; Policy Formation; Position Papers; Program Proposals; Public Policy; *Regional Laboratories; *Research and Development Centers; Research Needs
IDENTIFIERS- *General Education Provisions Act Section 405f; National Institute of Education; *NIE R and D Centers and Regional Educational Labs

A National Institute of Education (NIE) policy statement is presented regarding competition for future funding of regional educational laboratories and research and development (R&D) centers with appropriations available for Section 405(f) of the General Education Provisions Act (GEPA). Attention is also directed to continuing eligibility of the existing laboratories and centers to compete for future support. NIE anticipates that an open competition will be conducted during fiscal year (FY) 1984 and that these competitive awards will begin in FY 1985. A projected schedule of activities associated with competition is included. The laboratory will determine and help meet the educational R&D needs in a specific region of the country, while the center will provide national research leadership in a specified educational problem area of national importance. Each bidder for a laboratory award will determine programmatic priorities derived from consultation with major groups and institutions to be served and from systematic assessment of regional needs. NIE will determine the national educational problem areas in which it will support centers. Bidders will propose programmatic activities addressed to the center's problem area, and an advisory panel that will include leading scholars and consumers of scholarship in the center's field. (SW)

Hagan, Jan
Individualized Degree Program Student Handbook.
Whatcom Community Coll., Bellingham, Wash.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Associate Degrees; College Programs; Community Colleges; *Degree Requirements; Educational Certificates; Educational Counseling; *Special Degree Programs; Student Responsibility; Two Year Colleges

This student handbook describes the process and components of Whatcom Community College's Individualized Degree Program (IDP), which offers students the opportunity to design an associate degree or certificate plan to meet their educational goals. After introductory material presents a history of the IDP's development and the purpose of the handbook, the requirements of the IDP are briefly outlined, e.g., minimum credit requirements, administrative procedures, and academic standards. The following section discusses the role of the degree advisor, who guides the student through the IDP process, and the content specialist, who helps students determine the specialized courses required to achieve their goals. Next, the learning objectives of the required course, Individualized Degree Planning, are enumerated. The next sections examine the ways students can develop their degree plans and the various components of a degree plan (i.e., the name of the degree, student statement of degree goals, specific learning components, and learning method). Next, sample degree/certificate plans are presented, and the stages of the degree approval process are outlined. The final sections discuss the process of completing the degree program and provide an IDP flow chart and worksheet on educational values. (HB)

ED 234 867 JC 830 801

Lawrence, Ruth E.

Shorthand II. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Stark Technical Coll., Canton, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Descriptions; Course Objectives; *Dictation; Office Occupations Education; *Shorthand; Two Year Colleges
IDENTIFIERS- *Gregg Shorthand; PF Project

An outline for a course designed to review shorthand principles and provide practice for speed and accuracy in transcription is given. Class activities are organized in conjunction with the textbook, "Gregg Shorthand for Colleges, Volume One, Series 90." Course and performance objectives, suggested instructor and student materials, an explanation of the student evaluation system, instructions on the use of the class notebooks, a transcription checklist, instructions for typing business letters, and a bibliography are included. (JW)

What We Teach: A Brief Course of Study Grades K-6 .
San Bruno Park School District, San Bruno, CA.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; *Board of Education Policy; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten; Language Arts; Parent Materials; Reading; *School Policy; Social Sciences
IDENTIFIERS- PF Project

The purpose of these seven handbooks (one for each grade from kindergarten through grade six) is to provide parents with information about their child's school and about the basic instructional requirements of the school. Most of the information in each handbook is identical to all the others and has been included to maintain the continuity of the document. The parts which are repeated in each handbook include: (1) school district priorities; (2) curriculum frameworks for grades K-8 in reading, mathematics, language arts, and social sciences; (3) a statement of the rights and responsibilities of students, parents, and teachers; (4) a homework policy; (5) a brief note on the rights of students and parents regarding special education; (6) a description of the School Improvement Program; (7) school rules; and (8) the school calendar for 1982-83. The unique parts of each handbook are grade level requirements (student learning behaviors) for reading, mathematics, language arts, and social sciences. (DC)

ED 234 593 EC 165 107

Uslan, David T.

The Gifted, the Talented, and the Microcomputer.

PUB DATE- 83
AVAILABLE FROM- Western Center for Microcomputers in Special Education, Inc., 1259 El Camino Real, Suite 275, Menlo Park, CA 94025.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academically Gifted; Computer Assisted Instruction; Elementary Secondary Education; *Microcomputers; Opinion Papers; Student Characteristics; *Talent
IDENTIFIERS- PF Project

As a boy, Thomas Edison exhibited many of the traits commonly associated with gifted students that differentiate them from their peers. Gifted and talented students: (1) are original thinkers; (2) are at ease in pondering the unusual; (3) can tolerate ambiguity; (4) are not frustrated by lack of closure; (5) have powerful imaginations; (6) display self-confidence and optimism; (7) enjoy being alone; (8) display a sense of humor; (9) have well-developed verbal processes; and (10) can quickly span the concrete, symbolic, and abstract phases of acquiring knowledge. The capabilities of the microcomputer appear to be especially suited to this population. Microcomputers can respond to the independent nature of these students, provide opportunities to develop cognitive skills, and permit the student to go directly to abstract levels. As a multisensory tool, the microcomputer corresponds to what is known about good learning sequences. Despite its potential, a niche for the microcomputer has not been found by educators. However, it is evident that they can be an effective tool for the gifted and talented. (DC)

ED 234 808 IR 050 440

Lowrie, Jean E.
School Media Centers at the International Level.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Developed Nations; *Developing Nations; Elementary Secondary Education; *Learning Resources Centers; Library Associations; *Library Services; National Programs; Problems; *School Libraries

This paper outlines changes and developments in school library/media center programs around the world, emphasizing the problems faced by librarians and educators in developing countries, the efforts being made to establish school library services, the support which developed countries can give to these efforts, and the rise of national school library associations. (Author/ESR)

ED 234 823 IR 050 463

Weise, Frieda
Statistical Sources for Health Science Librarians.
Medical Library Association, Chicago, Ill.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Course Content; Data Collection; *Health; *Information Sources; International Programs; Library Acquisition; *Medical Services; National Programs; Organizations (Groups); Publications; Search Strategies; *Statistical Data
IDENTIFIERS- *Vital Statistics

This continuing education course syllabus presents information on the collection of vital and health statistics, lists of agencies or organizations involved in statistical collection and/or dissemination, annotated bibliographies of statistical sources, and guidelines for accessing statistical information. Topics covered include: (1) the reporting system for vital and health statistics (with sample reporting forms provided) and sources of national, international, state, and local health statistics; (2) statistical sources for chronic conditions and special health problems including abortion, accidents, alcoholism, blindness, cancer, diabetes, drug abuse, hypertension, mental health, nutrition, product injury, smoking, and venereal disease; (3) statistics for health care planning and administration including general medical care, health manpower, health facilities and utilization, health care financing, and health education; (4) demographic, socioeconomic, and housing statistics; (5) indexes and abstracts containing sources of statistics and selected journals routinely having statistical articles; (6) acquisitions aids (with addresses provided for obtaining them); (7) a general strategy for accessing statistics; and (8) general bibliographies on or guides to health statistics. A glossary of terms, a core list of the 50 major publications in health statistics, a list of 25 questions intended as classroom exercises, and a suggested course timetable are also provided. (ESR)

ED 234 930 PS 013 887

Dibal, Gana Bulama
An Examination of the Causes of the Low Performance in Primary School National Common Entrance (NCE) Examination in Borno State. African Studies in Curriculum Development & Evaluation No. 63.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Academic Achievement; *Educational Change; Educational Improvement; Educational Research; Elementary Education; *Elementary School Students; Foreign Countries; *Low Achievement; Questionnaires; Rating Scales
IDENTIFIERS- Nigeria

An investigation was made into causes for decreasing performance on the Common Entrance Examination, a test for admission into secondary schools, by candidates in Borno State, Nigeria. It had been noted that performance had begun to worsen after the introduction of universal primary education in 1976. To gather data addressing the issue, probable causes for pupils' poor performance in primary school were classified into seven areas related to educational practice: curriculum, quality of instruction, examination procedures, learning procedures, school facilities, attitudes of teachers and parents, and environmental conditions. Statements derived from the initial classification were formulated as questionnaire items, to which respondents recorded the extent of their agreement on a 5-point scale. Demographic data about respondents were also collected. Participating were proportionately stratified samples of all categories of persons associated with primary school education in Borno State, including administrators, instructors of teachers in training, secondary and primary school teachers, and parents. Results are discussed in terms of the importance that the total sample and subgroups of the sample assigned to the questionnaire items. Ratings of subgroups and of the total sample indicated that the lack of library facilities was the most serious problem. (Several recommendations for remediating deficiencies are offered, and the complete 60-item questionnaire is appended.) (RH)

ED 234 957 RC 014 344

Albrecht, Stan L.; And Others
The 1977 Navajo Labor Force Survey: A Preliminary Analysis.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *American Indians; Education Work Relationship; *Employment Opportunities; *Employment Patterns; *Employment Statistics; Females; Job Applicants; Job Search Methods; Job Training; *Labor Force; Labor Market; Labor Utilization; Males; Reservation American Indians; Tenure; *Unemployment
IDENTIFIERS- *Navajo Nation

The 1977 Navajo Labor Force Survey, an attempt to estimate size and characteristics of the Navajo labor force, uses data from 1,900 unemployed and 1,481 employed adult Navajos on the Navajo Nation, and 438 unemployed and 314 employed Navajos in adjacent towns. Employment opportunities on and near the reservation are severely limited because of lack of manufacturing, heavy industry, and related support services; this accounts for high male unemployment rates and is also important for women, but unemployed females are more likely to emphasize lack of skills/education as barriers to finding adequate employment. The employed Navajo labor force is stable; those who have jobs tend to have fairly long job tenure, largely determined by high numbers of workers employed by federal and tribal agencies. Well-educated Navajos are more likely to find employment than are less-educated Navajos. Navajo women are more apt to be employed than Navajo men. A substantial majority of unemployed Navajos of both sexes desire to work, would work if employment opportunities were available, are actively seeking employment, and indicate willingness to expend substantial effort to obtain employment, including moving off-reservation, commuting long distances, and participating in job-training programs to upgrade skills. (MH)

ED 234 611 FL 013 929

O'Brien, Maryann
The Classroom Teacher and the Case Study: The Perils and Possibilities of Conducting Your Own Research.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Case Studies; Educational Research; *English (Second Language); Higher Education; Language Research; Language Teachers; *Research Methodology; *Research Problems; Second Language Instruction; Second Language Learning; Writing Instruction

The problems of classroom teacher-conducted research are examined with reference to a particular case study. The case study involved a field test of "A Practical Guide for Advanced Writers in ESL" over a semester in two sections of an intermediate English as a second language (ESL) writing class for college-bound students at the University of Houston. Both the experimental and control sections kept error charts emphasizing spelling, diction, and syntax. T-unit analysis was used to assess the relative gains of the experimental versus the control sections. A major difficulty with the study was attrition, since 50 percent of one of the sections was lost during the course of the research. Results showed no difference between the control and experimental groups, although both registered substantial improvements. In order to further investigate the nature of these improvements it would be necessary to have a control group of students who did not receive writing instruction. However, it is impossible to justify teaching an intermediate ESL class of university-bound students without writing instruction. This is one of many limitations on teacher-conducted research. A final difficulty is the tendency of a teacher to hope for a certain set of results. (RW)

ED 234 644 FL 013 966

Hirano-Nakanishi, Marsha J.
High School and Beyond: Issues Regarding the Language File, Bilingual Participation and Tests.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-9
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education; Bilingualism; Cognitive Tests; *Data Analysis; High School Students; Hispanic Americans; Language Enrollment; National Surveys; Secondary Education; Test Validity
IDENTIFIERS- *High School and Beyond (NCES)

The use of the data files contained in the High School and Beyond (HSB) research project is discussed. The comments are based on an analysis of the HSB material and are specifically directed at the language file, high school bilingual program participation, and HSB tests. In an evaluation of the language file, the question of whether Hispanic language minorities are adequately represented is addressed. Regarding bilingual program participation, the question of which HSB survey questions are most applicable in ascertaining such participation is considered. Finally, the adequacy of the HSB cognitive tests is assessed. (RW)

Brunson, Bradford I.; And Others
St. Mary's University of San Antonio. 1982-1983 Report of Student Retention Task Force.
Saint Mary's Univ., San Antonio, Tex.
PUB DATE- 24 May 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Advisory Committees; *College Students; *Dropout Prevention; Enrollment Trends; Followup Studies; Higher Education; Institutional Research; *School Holding Power; Student Attitudes; *Student Attrition; Student College Relationship; *Withdrawal (Education)
IDENTIFIERS- *Saint Marys University TX

Accomplishments of St. Mary's University Student Retention Task Force are addressed. After reviewing the literature on the correlates of retention and approaches to improving student retention, statistical results of the 1982 administration of the Student Opinion Survey of the American College Testing program are provided. This survey explores perceptions of enrolled students regarding the programs, services, and environment of the institution. The statistical results of a 4-year retention study, which followed each entering freshman class through graduation, beginning with the fall 1979 class, are also presented. Enrollments for the beginning of each semester are indicated for each of the following categories of students: freshmen entering college directly after high school, freshmen entering college 1 or more years after high school, and freshmen admitted on a conditional basis. Additional contents include: results of a followup survey of dropouts, a proposal for an exit interview, a summary of recommendations of the task force, a sample Student Opinion Survey, information materials provided to students who are considering withdrawal, a student exit interview/survey, and results of a Southern Illinois University withdrawal survey. (SW)

ED 234 733 HE 016 694

Assuring the Effective Delivery of Student Financial Assistance. Report No. 6.

National Commission on Student Financial Assistance, Washington, DC.

SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Students; *Delivery Systems; Federal Regulation; Government School Relationship; Grants; Higher Education; *Information Needs; Loan Repayment; Needs Assessment; *Program Administration; Program Costs; Program Effectiveness; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance; Pell Grant Program

The need for efficient and effective systems to deliver financial assistance to students and to administer the Guaranteed Student Loan (GSL) program is assessed, and recommendations for improving delivery systems are provided. Attention is directed to the delivery of Pell Grant and campus-based assistance, the provision of information to current and prospective postsecondary students, monitoring the delivery process, administering the GSL program, and gathering data on federal aid programs and the students served. Studies on program management and delivery are discussed that were conducted by the following groups: The Keppel Task Force, U.S. Office of Education, Office of Student Financial Assistance, Credit Management Task Force, and U.S. General Accounting Office. Attention is directed to findings concerning: cost of aid delivery on campus, aid office responsibilities, problems of program instability, technological innovations, Pell Grant processing, the need for financial aid information, and information at the secondary level. Additionally, GSL management issues are addressed, along with findings concerning GSL borrowers, variance in administrative requirements, default-related practices, and regulatory enforcement. (SW)

ED 234 778 IR 050 402

Harris, Mary Elizabeth
Guide to Special Information in Scientific and Engineering Journals.
San Diego State Univ., Calif. Malcolm A. Love Library.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Check Lists; Directories; Guides; *Periodicals; *Sciences; *Technology
IDENTIFIERS- Journal Articles; *Scientific and Technical Information

This annotated bibliography lists 203 special features or special issues of science and technology periodicals with emphasis on compilations of information that appear in periodicals on a regular basis. Subjects covered in the guide include aeronautics, air-conditioning and refrigeration engineering, astronomy, automobiles, biology, botany, building and construction, chemical technology, chemistry, cinematography, communications, computers, conservation, dentistry, electrical engineering, electronics, energy, engineering, environmental studies, food and food industries, forests and forestry, geology, hydraulic engineering, instruments, machinery, medicine, metallurgy, microbiology, military science, mining engineering, nursing, nutrition, paper and pulp industry, pharmacology, photography, physics, precious stones, printing, public health, safety engineering, sound recording and reproduction, disorders of speech, technology and technical education, textiles, transportation, water supply engineering, and zoology. Each entry includes periodical title and issue, the call number of the periodical at San Diego State University, the actual or supplied title of the special issue or special feature, and a brief annotation. A subject index to the guide is also provided. (ESR)

ED 234 576 EC 160 449

Johnson, Ruth; And Others
Improving Your Child's Listening and Language Skills: A Parent's Guide to Language Development.
Toledo Public Schools, Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Oct 82
AVAILABLE FROM- Toledo Public Schools, Project CHILD, Cherry Preschool, 340 Stanley Ct., Toledo, OH 43608 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Skills; Expressive Language; Hearing Impairments; *Language Acquisition; *Language Handicaps; Listening Skills; *Parent Role; Receptive Language; Speech Skills; Teaching Methods; Young Children

The parent's guide reviews normal speech and language development and discusses ways in which parents of young children with language problems facilitate that development. Terms such as speech, communication, and receptive and expressive language are defined, and stages in receptive/expressive language development are charted. Implications for children with language problems are drawn, and parents are advised to use techniques of expansion, modeling, and complex sentences. The nature of otitis media (fluid in the middle ear) and consequences of recurrent otitis media on language development are discussed. Ways are suggested in which parents can help their children listen and pay attention (such as talking slowly with pauses between phrases, talking with enthusiasm, and establishing a quiet environment). Similarly, ways to help the child's speech (including expanding his/her vocabulary and working closely with the teacher) are listed. (CL)

ED 234 704 HE 016 630

Application Statistics, 1982.
Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.
REPORT NO.- ISBN-0-88799-172-6
PUB DATE- Jul 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Applicants; *College Choice; College Freshmen; College Programs; *Enrollment Trends; Foreign Countries; *Full Time Students; Higher Education; Intellectual Disciplines; Majors (Students); Place of Residence; School Statistics; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Summary statistics on fall 1982 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. In addition to application and registration ratios for 1973-1982, data are provided on: applicants and registered applicants by university and student category for 1982; applicants and registered applicants by choice preference (first, second, and third) by university; applicants and registered applicants by academic program and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; distribution of applicants by geographic origin, age, and sex, country of citizenship, and immigration status. (SW)

ED 234 809 IR 050 441

Baker, Sharon L.
Two Studies of Illinois Public Libraries: An Adult User Survey; and Fines, Fees and Charges Levied. Illinois Library Statistical Report No. 7.
Illinois State Library, Springfield.
PUB DATE- May 83
AVAILABLE FROM- Illinois State Library, Centennial Bldg., Springfield, IL 62756 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adults; *Fees; Library Administration; *Library Circulation; Library Services; Library Surveys; *Public Libraries; Questionnaires; Tables (Data); *User Satisfaction (Information)
IDENTIFIERS- *Illinois; Library Statistics; *Library Users

Two surveys were conducted in 1981/82 and 1982 respectively to determine if Illinois public libraries were satisfying their patrons in terms of book use, and how much money Illinois public libraries received directly from their patrons in library fines, fees, and charges. In the first study, 2,133 adults returning a book at a random sample of 71 public libraries were surveyed to determine their satisfaction with books borrowed, their major book selection methods, and the actual audience the books reached. It was found that 90% of the respondents read all or more than half of the book returned, that 99% rated it good or fair, that 46% selected the book by browsing, and that each book borrowed was read by 1.5 users (due to book sharing). In the second study, questionnaires on library fees were mailed to 83 Illinois public libraries, with a response rate of 94%. It was found that the average amount received in

library fees was $7,323 per year, or over 7% of library operating budgets; that the average number of charges for services per library was 17; and that more money was earned from user fees, e.g., rental of books or film projectors, than from penalty charges. Sample questionnaires and tables containing cross analyses of data collected are provided for each survey report. (Author/ESR)

ED 234 868 JC 830 802

Lawrence, Ruth E.

Shorthand III. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Stark Technical Coll., Canton, Ohio.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Course Descriptions; Course Objectives; *Dictation; Office Occupations Education; *Shorthand; Two Year Colleges

IDENTIFIERS- *Gregg Shorthand; PF Project

A shorthand course designed to develop writing speed with the use of specialized vocabulary is outlined and described. Skill development in the nonshorthand elements of transcription (punctuation, spelling, grammar, and vocabulary building) is emphasized. Class activities are organized in conjunction with the textbook, "Gregg Shorthand for Colleges, Volume Two, Series 90." Suggested instructor and student materials, an explanation of the student evaluation system, an explanation of the course's instructional design, an outline of shorthand diagnostic activities, suggestions for classroom activities, a list of student performance objectives, a business vocabulary-builder quiz, and an evaluation instrument are included. (JW)

ED 234 916 PS 013 863

Sigel, Irving E.
Structural Analysis of Parent-Child Research Models.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; *Models; *Parent Child Relationship;
*Research Design; Research Needs
IDENTIFIERS- *Variables

Structural models and classes of variables used in parent/child research are identified, and their implications are briefly discussed. The five types of research models appraised are noninteractive, unidirectional, bidirectional, family network, and sociopolitical. It is asserted that, taken together, the typology of models provides a system by which most studies in the field of parent/child research can be classified. Covering the content of most existing research, four categories of research variables are listed. These include family demographics, psychological characteristics/status, parent behaviors/actions, and child outcomes. Limitations of previous research are pointed out, and directions for future research are specified. It is concluded that, at the present time, parent/child research can move in the direction of greater complexity and that the greatest challenge facing researchers is the construction of a developmental conceptualization of family process and practice. (RH)

ED 234 987 SE 043 151

Sallah, Malick Alieu
An Investigation into the Effectiveness of Teaching Mathematics in Primary One of Gambian Schools. African Studies in Curriculum Development & Evaluation No. 51.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- Achievement; Attitudes; Educational Research; Elementary Education; *Elementary School Mathematics; Grade 1; Lesson Plans; *Mathematics Instruction; Primary Education; *Research Reports; Student Teacher Relationship; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Gambia; *Mathematics Education Research

This research was undertaken to study the effectiveness of elementary school teachers with pupils, aged 8, entering Gambian schools. The investigator attempts to describe what teachers do, to search for associations between theoretically or empirically derived variables and learning, and to infer the power of given factors in instructional procedures which may make practical differences in sought outcomes. Following a review of relevant literature on teacher effectiveness, the methodology of the study is outlined. The sample included 16 urban, semi-urban, and rural elementary schools. Observations, lesson plan assessments, teacher questionnaires, and pupil achievement tests were employed. Data were analyzed in terms of class size, teachers' qualifications, teachers' experience levels, lesson preparation, classroom environment, classroom communication, teachers' attitudes, pupils' attainment of Primary 1 mathematics objectives, problems of teaching Primary 1 mathematics,

and correlations between variables. Finally, conclusions and recommendations are given. Appendices contain the teacher questionnaire, the observation and assessment guide, and achievement test items. (MNS)

ED 234 629 FL 013 950

Cardoza, Desdemona
Guidelines for the Evaluation of Bilingual Education Programs.
National Center for Bilingual Research, Los Alamitos, Calif.
PUB DATE- 83
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Bilingual Education Programs; Evaluation Methods; Program Effectiveness; *Program Evaluation; Research Methodology; *Research Problems

Principles of program evaluation research are outlined so that bilingual education program coordinators can conduct methodologically acceptable program evaluations. The three basic principles of evaluation research are: identification of the program participants, definition of the program intervention, and assessment of program effectiveness. Assessment of program effectiveness requires accurate measurements of how the students performed after program participation and how they would have performed without the program. Among the problems faced in evaluation design is the impossibility of a true experimental design in which limited English speaking students are randomly assigned to bilingual or nonbilingual education programs. In addition, subjects may be from a variety of cultural backgrounds and may enter the program at different ages. Finally, the concept of language proficiency is ambiguous, and a consistent concept and instrument must be used to assess language proficiency among all participants. (RW)

ED 234 660 HE 016 555

Recent Developments in Graduate Programs. New Opportunities through Versatility: Broadening the Mold. Proceedings of Conference/Workshop of the Council of Graduate Schools in the United States and the Graduate Record Examinations Board (Minneapolis, Minnesota, October 13, 1982).

Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.

PUB DATE- 13 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Admission Criteria; Adult Students; Biological Sciences; Cooperative Education; *Educational Innovation; Educational Quality; Engineering; Graduate Students; *Graduate Study; Higher Education; *Industry; *Professional Continuing Education; *School Business Relationship; Social Sciences

Recent developments in graduate programs are discussed in 15 papers from a 1982 conference cosponsored by the Council of Graduate Schools and the Graduate Record Examinations Board. Attention is directed to issues associated with program presentations, program innovations in various disciplines, and industry/university cooperative graduate programs. Papers and authors include the following: "Opportunity and Impediment in Graduate Program Innovation" (Paul A. Albrecht); "Defining 'Innovative Graduate Programs'" (James B. Bartoo); "Innovations in Biological Sciences, Industry and Engineering" (Don H. Blount); "Innovations in Education/Cooperative Education/Continuing Education" (Mary Ann Carroll); "Innovations in the Social Sciences" (Averett S. Tombes); "Innovation in Graduate Education: The Issue of Quality" (Lewis C. Solmon); "Admission Criteria for Mid-Career Students: New Dimensions for the GREs" (Bernard V. Khoury); "Progress in the Midst of Poverty" (James Olson); "University/Industry Research Relationships: Myths, Realities, and Potentials: 14th Annual Report of the National Science Board" (Carlos E. Kruytbosch); "The View from Academia" (Kenneth H. Keller); "The View from Industry" (David L. Dotlich); and "The Industrial Affiliate Program" (James C. Seferis). (SW)

ED 234 675 HE 016 583

Simpson, Renate
How the PhD Came to Britain. A Century of Struggle for Postgraduate Education. SRHE Monograph 54.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-95-3
PUB DATE- 83
AVAILABLE FROM- Society for Research into Higher Education, University of Surrey, Guildford, Surrey, GU2 5XH, England (nonmembers, 9.75 pounds, members 6.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Doctoral Degrees; *Educational Change; *Educational History; *Foreign Countries; Government School Relationship; *Graduate Study; Higher Education; Institutional Characteristics; *Research; Sciences; Technology
IDENTIFIERS- Germany; *Great Britain; United States

The development of postgraduate studies and the establishment of the Ph.D. in Britain are discussed. Events leading to the introduction of the Ph.D. degree between 1917 and 1920 are traced, and Germany and America's influence on the acceptance of postgraduate education and research in Britain is addressed. An analysis of the highly developed college system peculiar to the ancient English universities is included to identify factors that delayed the introduction of the Ph.D. in Britain. Individual provincial universities are chronicled, together with Cambridge, London, Scotland, Wales, and Oxford (the first to institute the Ph.D.). In analyzing the political forces at work in the inception of the research degree, attention is directed to the vital role played by the Universities Bureau of the British Empire (predecessor of the Association of Commonwealth Universities) and the pressures exerted by government to persuade the universities to cooperate with each other in providing postgradute courses and degrees. It is concluded that the arrival of the Ph.D. at British universities symbolized the modern era of organized training in research that was conceived and nurtured in Germany and imported and commercialized by America. (SW)

ED 234 719 HE 016 676

Statement of Policy and Procedures for Administration of Contracts and Grants with Regional Educational Laboratories and Research and Development Centers During FY 1983 and FY 1984.

National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; Agency Role; Competitive Selection; *Contracts; Educational Development; Educational Research; Financial Support; Government Role; *Grants; Higher Education; Policy Formation; Position Papers; *Program Administration; Public Policy; *Regional Laboratories; *Research and Development Centers
IDENTIFIERS- National Institute of Education; *NIE R and D Centers and Regional Educational Labs

A National Institute of Education (NIE) statement of policy and procedures is presented regarding administering institutional contracts and grants with regional educational laboratories and research and development centers during fiscal years 1983 and 1984. Definitions are presented of regional educational laboratories and research and development centers. It is noted that NIE will work closely with each laboratory and center to help make its board adequately representative and effective, and to help develop plans for achieving the institutional goals. Attention is also briefly directed to the laboratory's and center's role in developing programmatic activities. In addition, it is suggested that institutional activities should be identified as specific projects with their own scopes of work and deliverables, or as clearly specified subparts of programmatic activities. An explanation of the term of contracts and grants awarded under this policy is provided. It is noted that to maintain funding continuity during fiscal years 1983 to 1984, each laboratory and center (with two exceptions) is to submit a 2-year proposal based on its 1982 level of funding. (SW)

ED 234 748 IR 010 814

Evaluation of Small-Format Videotape as a Source for Instructional Television Programming. CPB Technical Report #8004.

Agency for Instructional Television, Bloomington, Ind.; Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- 79

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Attitudes; *Audiovisual Aids; *Educational Television; Elementary Secondary Education; *Feasibility Studies; Purchasing; Questionnaires; Television Surveys; *Use Studies; Video Equipment; *Videotape Recordings

IDENTIFIERS- Agency for Instructional Television; Small Format Videotape

This report documents the first year of a 3-year evaluation which was designed to (1) determine the status of small-format (1/2" reel-to-reel, 3/4" U-Matic, 1/2" VHS, and 1/2" Beta) videotape in the schools; (2) reveal what impact such videotape has on educational television utilization; and (3) examine the distribution of VideoKits through 11 school television agencies. An introduction describes the development of the VideoKits by the Agency for Instructional Television (AIT), which resulted in the packaging of 9 pre-recorded video series (up to 16 programs) recorded on 4 videocassettes, and the preparation of promotional materials and additional information to accompany the tapes. Evaluation design, availability of small-format videotape and video equipment, frequency of small-format videotape use, and trends in educational television are discussed. An examination of the VideoKit distribution effort focuses on methods of identifying and contacting clients, factors influencing VideoKit purchase, and purchase and utilization of VideoKits. Appendices include contents of the evaluation packet, evaluation instruments, and evaluation results. Thirty-three tables display additional study data. (LMM)

ED 234 763 IR 010 830

Hsia, H. J.
Under the Shadow of New Technology.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Audiovisual Aids; Databases; *Futures (of Society); *Home Programs; *Information Networks; Input Output Devices; Marketing; *Microcomputers; Technological Advancement; *Telecommunications; Videotex
IDENTIFIERS- Access to Information; *Home Integrative Communications Systems; Interactive Systems

Because of the drastic reduction in prices and the availability of versatile, inexpensive software, the home computer today is enjoying an exponential growth and may be effecting a fundamental change in mass communication and processes. Existing media suffer from many inherent limitations and offer unspecified audiences very low or no referability or involvement but overwhelming amounts of contents. A new medium linking the home computer with interactive television, telephone, databases, and other devices--called the Home Integrative Communications Systems (HICS)--is emerging, which is free from most of the drawbacks of existing media. The HICS offers ready referability, random access, and accessibility to numerous data bases and is not restricted to schedule, geographical confines, or time synchronization. With unlimited versatility, the HICS is a new challenge to existing media. It offers the advertiser tailor-made audiences and inexpensive, easily updated services. The challenge of new technology may result in the gradual erosion of advertising revenue for the existing media and force them to take appropriate steps. Existing media and HICS systems may live in uneasy coexistence for some time, but no one can foresee what is in store for media. (Author/LMM)

ED 234 794 IR 050 424

Fund Raising in ARL Libraries. Kit 94.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- May 83
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, SPEC Center, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($15.00 per kit for nonmembers; $7.50 per kit for members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Educational Finance; *Fund Raising; Higher Education; *Library Administration; *Library Expenditures; Library Surveys; Occupational Information; Questionnaires; *Research Libraries
IDENTIFIERS- *Library Funding

In January 1983 the Association of Research Libraries (ARL) surveyed its members regarding their fund raising programs. A response rate of 85% (95 out of 113 libraries surveyed) was obtained. It was found that 85% of ARL member libraries had been involved in university-wide fund campaigns; that over 75% of the respondents had also conducted independent efforts to obtain outside moneys; that nearly all university campaigns requested over $1 million with the library's share averaging around 10%; and that library funding was used for acquisition of materials, automation, building, preservation, equipment purchases, network or cooperative entry, endowment of a position, staff development, or conduct of a planning program. A movement to multi-source funding from individuals, corporations, government agencies, and foundations was also noted. This document presents the survey report containing a sample questionnaire, ten ARL member reports on fund raising activities and job descriptions for fund raising officers, and examples of materials used in nine specific-need library campaigns and seven joint university-library campaigns. A list of information sources on nonprofit fund raising, a concise summary of related issues and trends, and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 234 838 JC 830 436

The 1983 Research Report to the Texas Association of Junior and Community College Instructional Administrators. Junior and Community College Research: Texas, 1982-1983.

Texas Association of Junior and Community Coll. Instructional Administrators.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Evaluation; Administrators; Attitude Change; *College Faculty; *College Instruction; Community Colleges; Computer Assisted Instruction; Faculty Evaluation; Institutional Research; Program Descriptions; School Holding Power; School Schedules; Student Attitudes; Student Placement; *Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Texas

This collection contains papers, study reports, and research abstracts related primarily to community and junior college education in Texas. Section I, which presents institutional studies, papers, and reports, provides: (1) an analysis of probation and suspension at Amarillo College (AC); (2) results of a survey conducted to develop an administrator/faculty evaluation questionnaire at AC; (3) an analysis of mini-terms in Texas public community colleges; (4) a comparison of attitude changes in introductory biology students with their ratings of instruction; (5) a description of a San Antonio College project to develop an effective method of student placement; and (6) a survey of computer-assisted instruction at Temple Junior College. Section II presents abstracts of research dealing with biology student attitudes, career guidance, human service organization management, perceptions of the college environment, student retention, performance behaviors of deans and chairpersons, spending patterns and revenue sources of community colleges, college marketing strategies, personal skills and clinical performance evaluation, part-time instructors and student retention, staff development in community colleges, the roles of deans of instruction, and the structure of math anxiety. The final sections present titles of dissertations and theses completed at Texas A & M University in 1981-82, and suggested Texas Association of Junior and Community College Instructional Administrators research topics. (HB)

ED 234 853 JC 830 452

Klink, William
Writing for Adults: A Course History of a Remedial Writing Course.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Community Colleges; *Educational Trends; *Noncredit Courses; *Remedial Instruction; Student Placement; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Charles County Community College MD

As an effort to establish the effectiveness of writing remediation, this case study provides a descriptive history of Charles County Community College's (CCCC's) course, English 100, Introduction to Composition, aimed at establishing and strengthening skills in the use of words, sentences, paragraphs, and interrelated skills of spelling, grammar, and syntax. After a brief rationale for developing course histories in the face of retrenchment, the report presents a history of remedial English at CCCC from 1961, as represented in catalog descriptions of remedial courses. Next, changes in the structure of English 100 since 1973 are highlighted, including increased flexibility, a stress on student achievement, an emphasis on a student-centered format, and the adoption of two new texts. The following section presents data on student achievement in English 100 and subsequently in English 101 and 102, revealing that the mean grade in English 100 was 2.36, that 23.5% of the students elected to take English 101, and that 10% of these students passed the course. The final section discusses the purposes of English 100 from the viewpoints of faculty, counselors, and students. The report concludes that the course history makes a case for the effectiveness of CCCC's English program and justifies its retention, and identifies a trend in adults enrolling in the course to develop job skills. A student contract is appended. (HB)

ED 234 886 PS 013 612

Evidence Continues to Mount on Benefits of Preschool.
Capitol Publications, Inc., Arlington, VA.
PUB DATE- 23 Aug 83
AVAILABLE FROM- Capitol Publications, 1300 N. 17th St., Arlington, VA 22209 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Cost Effectiveness; Early Childhood Education; *Educational Benefits; Educational Research; Longitudinal Studies; *Low Income Groups; *Preschool Education; *Preschool Evaluation
IDENTIFIERS- High Scope Educational Research Foundation MI; Perry Preschool Project; PF Project

High Scope's Perry Preschool Study shows that early childhood education programs pay dividends later in life for low-income children and society. Findings indicate that children from low-income families who have attended preschool fare better in areas of academic achievement and employment, spend fewer years in special education classes, and have a lower percentage of teenage pregnancies and delinquent behavior. Further research is recommended in several, seldom-looked-at aspects of early childhood education. The areas mentioned are the amount of quality care available, hard-to-measure behavior attributes like self-reliance and consideration, and the attitudes and reactions of parents. (JW)

ED 234 901 PS 013 835

Saarni, Carolyn

Regulation of Expressive Behavior as Reflecting Affect Socialization.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Children; Developmental Stages; *Emotional Development; Interpersonal Communication; *Interpersonal Competence; *Motivation; Parent Influence; Questionnaires; Social Cognition; *Socialization
IDENTIFIERS- Facial Expressions; *Regulated Expressiveness; Self Awareness

Regulated expressiveness (the modification of expressive behavior) is a complex phenomenon. Accomplished basically in four ways, regulated expressiveness has developmental dimensions, motivational precursors, and cognitive antecedents, including perspective-taking ability and the growth of self-awareness. Ability to regulate expressiveness appears to be a result of direct and indirect socialization practices and processes. Individuals regulate emotional expression by adopting cultural display rules, by using personal display rules to dissemble, or by engaging in either direct deception or dramatic pretense. Minimization, exaggeration, neutralization, and substitution are ways of regulating facial expressions to control the communication of emotion; these behaviors may be acquired sequentially. Research indicates that children regulate their expressive behavior in order to avoid trouble, sustain relationships, preserve self-esteem, and maintain norms. Probably, socialization practices promote the acquisition of such motives. By the time children enter school they are aware that internal expressive states and external expressive behaviors can be dissociated and that a significant motive for such dissociation is to avoid others' devaluation of one's self. Research further reveals that mothers' control orientation and fathers' permissiveness orientation are associated, respectively, with children's high-level understanding of the affective-expressive behavior of self and of others. (RH)

ED 234 944 RC 014 317

MacCorquodale, Patricia
Social Influences on the Participation of Mexican-American Women in Science. Final Report.
Arizona Univ., Tucson. Dept. of Sociology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-79-0111
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Counselor Attitudes; *Cultural Differences; *Ethnicity; Family Influence; Females; Males; Mexican Americans; Parent Attitudes; *Science Careers; Science Curriculum; *Science Interests; Secondary Education; *Sex Differences; Social Influences; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- Arizona

Researchers attempting to identify factors that affect the participation of Mexican American females in science courses and careers studied cultural, social, and educational factors affecting 2,442 Arizona secondary school students. Questionnaire responses and interviews with the students and their teachers, counselors, and parents revealed that ethnic and sex differences in science and math courses taken increased over time, with Anglo males most likely to take or be interested in taking science and math and to plan for science and math careers. Cultural factors associated with science interest included language spoken in the home, academic competence, family orientation, and self-perceptions. Social factors affecting interest included parental and peer opinions of the importance of science and college attendance. Mexican American parents provided much general encouragement and support of science courses but little focused assistance. Mexican American girls anticipated negative reactions to their science interests. Educational factors included caring about science; trying hard in science classes; and perceptions of science usefulness and of the factors associated with interest in science and complex, non-linear relationships. Teachers and counselors can help students by providing current, non-sex-stereotyped career and education information. (SB)

ED 234 973 RC 014 377

Barker, Bruce O.; Muse, Ivan D.
Research Findings on K-12 and 1-12 Rural School Districts in the United States.
PUB DATE- 16 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Administrator Characteristics; Administrator Role; Comparative Analysis; Curriculum Development; Educational Finance; Elementary Secondary Education; Inservice Teacher Education; National Surveys; Problems; *Rural Education; *Rural Schools; Salaries; School Activities; *School Districts; *School District Size; *Small Schools; Student Problems;

Superintendents; Teacher Recruitment

A 1982-83 study conducted at Brigham Young University compared K-12 rural schools with fewer than 300 students to those with enrollments of 301-900, using information from districts in 45 states. Of the 15,601 American K-12/1-12 public school systems, 1,414 (9.1%) were identified as enrolling 300 students or fewer, and 2,711 (17.4%) enrolled 301-900 students. A proportional random sample of 308 districts was selected from the smaller districts; a simple random sample of 508 districts was selected from larger districts. A questionnaire on the rural school district, school superintendent, teachers, programs, and student performance, mailed to school superintendents in both samples, was returned from 244 districts in the first sample (79.2%) and 398 in the second (78.3%). Superintendents in both samples reported that their number one challenge was securing adequate school finances, followed by the need to improve curriculum. Superintendents in the smaller districts reported that securing teachers was their third-ranked problem; those from larger districts ranked providing meaningful inservice instruction third. Both samples found difficulty in locating qualified math and science teachers their most significant staff recruitment problem. Both cited lack of motivation/goals/direction as more serious student problems than drugs, vandalism, sex, alcoholism, or cheating. Comparative research findings and state data are given in tables. (MH)

ED 234 594 EC 165 108

Silverrain, Ann
The Use of "Symbol Shelves" in Teaching Communication with Multi-Handicapped Children.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Children; *Communication Aids (for Disabled); Communication Disorders; Early Childhood Education; Educational Objectives; Elementary Education; Guidelines; Locus of Control; *Multiple Disabilities; *Nonverbal Communication; *Symbolic Language
IDENTIFIERS- PF Project; *Symbolic Representation

Symbol shelves are tools for developing two-way communication with multihandicapped children who can anticipate events, but who do not respond to speech or sign language. The purpose of symbol shelves is to allow children to be expressive through symbols, to enable them to feel some sense of control, and to serve as a bridge to a more formal method of communication. There are five steps involved in setting up a symbol shelf. The teacher should: (1) creatively find out what activities the child enjoys; (2) fit these activities into a classroom routine; (3) select obvious objects to serve as symbols for these activities; (4) place the objects in sequence on a shelf; and (5) have a box where the child can put each object after the activity is over. A large part of this document is a detailed scenario offered as an example of how a teacher might set up and use a symbol shelf as part of a child's daily routine. (DC)

ED 234 612 FL 013 930

Witherell, Louise R.; Kersten, Raquel
The Adult Student in Foreign Language Classes.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; *Adult Students; Continuing Education; *Second Language Instruction; Second Language Learning; Teaching Methods

Foreign language teaching techniques and materials applicable to adult continuing education are examined. Continuing education refers to an older student's pursuit of additional education of any sort. Often the adult student desires instruction in foreign language and culture. A continuing education language course will have students of widely varying ages with very different needs and capabilities. Appropriate curriculum, textbooks, and materials must be used to teach such a class. For example, youth-oriented subject matter should be avoided while greater than usual emphasis should be placed on cultural materials and translation practice. Research has indicated that adults do not perform as well as younger students when learning in a pressured setting. A Wisconsin study of about 1,000 continuing education students found that these students differed from regular students in terms of scheduling, transition back to the educational setting, and faculty relationship. However, it is possible to expand and modify teaching techniques and materials to meet the needs of the adult continuing education student. Generally, the teacher will find that such students are highly motivated and willing to work. (RW)

ED 234 645 FL 013 972

English Teaching Profile: Kuwait.
Burdines Dept. Stores, Miami, FL.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Curriculum; *English (Second Language); Foreign Countries; Higher Education; *Language Role; Language Teachers; Language Usage; Secondary Education; *Second Language Instruction
IDENTIFIERS- *Kuwait

The role and status of English and English instruction in Kuwait are summarized. English is taught as a compulsory subject in intermediate and secondary schools and is a medium of instruction at the university level. English plays an important role in Kuwait's education, science, technology, and commerce. The status of English instruction within the educational system, the Inspectorate of English, teacher supply, instructional materials, administration and planning of English instruction, English training outside the educational system, the British role in English instruction, and commercial opportunities for language courses in Kuwait are discussed. (RW)

Improving Productivity in Copyright Registration. Report by the U.S. General Accounting Office.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO/AFMD-83-13
PUB DATE- 22 Oct 82
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, PO Box 6015, Gaithersburg, MD 20760 (First 5 copies are free, additional unbound copies are $1.00, bound copies are $3.25 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Automation; *Copyrights; *Federal Government; Guidelines; Letters (Correspondence); Morale; *Office Management; Organizational Change; *Organizational Effectiveness; *Productivity; *Public Agencies
IDENTIFIERS- *Copyright Office; Records Management

The productivity of the copyright registration process, which is administered by the Copyright Office within the Library of Congress, can be improved by streamlining the workflow, reducing and streamlining the handling of correspondence, measuring productivity/performance, increasing the use of automation, improving records management, and studying the possible impact of low morale. The actual time required to register a copyright claim is 5 to 6 weeks, with 12 weeks or more required for a claim involving correspondence between the Copyright Office and the claimant. Proposals to improve the efficiency and productivity of the registration process have been made in previous studies and audits. An environment for change now exists within the Copyright Office, and it would be appropriate for Congress to monitor the progress being achieved in productivity improvements. Appendices to this General Accounting Office (GAO) report provide a list of previous audits and studies of the Copyright Office conducted from 1968 to 1981, and a copy of a letter from the Register of Copyrights responding to the GAO study and detailing recent improvements in performance at the Copyright Office. (ESR)

ED 234 824 IR 050 540

Desser, Shirley, Ed.
The ERIC Report. Numbers 1-5, May 1973-December 1974.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 74
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- Information Centers; Information Dissemination; Information Services; *Information Systems; Newsletters; Periodicals
IDENTIFIERS- *ERIC

The ERIC Report was a brief experiment with a formal journal for disseminating information between the ERIC Clearinghouses and from ERIC to the user community. The experiment lasted for approximately one and a half years. The five issues were dated: May-June 1973; October-November 1973; March-April 1974; July-August 1974; and November-December 1974, respectively. Each issue contained: guest editorials; feature articles; news items from the Clearinghouses; a Washington report; information on new products, services, and reference tools; and a "User Speak Out" letters and comments section. Each issue was approximately 30 pages in size. (WTB)

ED 234 869 JC 830 804

ACC Study Guide Series. A Developed Course Encompassing the Competencies Identified in the Administrative Area of the Secretarial Science Technology Task Analysis.

Austin Community Coll., TX. Rio Grande Campus.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Bibliographies; Books; Citations (References); Community Colleges; Dictionaries; Encyclopedias; Learning Resources Centers; *Library Instruction; *Library Skills; Nonprint Media; Periodicals; Plagiarism; Prewriting; *Research Skills; School Libraries; Search Strategies; Study Guides; Thesauri; Two Year Colleges; Writing Processes
IDENTIFIERS- PF Project

Ten one-page instructional guides designed to assist Austin Community College (ACC) students in using the library and in writing research papers are presented in this series. The titles of the guides are: (1) "The Media Collection (We have more than books in the LRC)"; (2) "Encyclopedias"; (3) "Finding Books"; (4) "Finding a Dictionary or Thesaurus"; (5) "Finding Periodical Articles"; (6) "Search Strategy"; (7) "Selecting and Narrowing a Writing Topic"; (8) "The Writing Process"; (9) "Documentation (Doing Quotes, Notes, and Bibliographies)"; and (10) "What Is Plagiarism?" (DC)

ED 234 958 RC 014 347

A Directory of Secondary Summer Migrant Programs.

Texas Education Agency, Austin. Migrant and Preschool Programs.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Migrant Education; *Migrant Programs; Personnel Data; Program Content; School Personnel; Secondary Education; *Secondary Schools; *State Programs; *Summer Programs

IDENTIFIERS- Arizona; Colorado; Idaho; Illinois; Indiana; Michigan; Minnesota; Montana; New Mexico; New York; Ohio; Oregon; Washington; Wisconsin; Wyoming

A 1983 directory of secondary summer migrant programs, intended for homebase local information agencies, contains information on programs in 15 states. Listings by states give the name, address, and telephone number of the person in charge of the state's migrant education programs, then provide information on individual programs, including district, school site, site director and telephone number, home visitor and telephone number, opening and closing dates, whether food/transportation are included, and a section for comments. The comments section gives specific information on hours, courses offered, and credit. Washington lists 11 programs; Colorado 10; Illinois and Minnesota 9 each; and Michigan, Oregon, and Wisconsin 7 each. Ohio provides four programs; Idaho, Indiana, New York, and Wyoming three apiece; and Arizona, Montana, and New Mexico one each. The address and telephone number of the Texas Migrant Interstate Program are included for those wishing additional information. (MH)

DOCUMENT RESUME

ED 234 988 SE 043 152

Drost, Dale R., Ed.
Proceedings of the 1981 Annual Meeting. Canadian Mathematics Education Study Group (University of Alberta, Edmonton, Alberta, June 5-9, 1981).
Canadian Mathematics Education Study Group.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Computer Oriented Programs; Educational Research; Geometric Concepts; Language Role; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Number Concepts; Programing; Research Reports; *Research Utilization; Teacher Education
IDENTIFIERS- Canada; *Mathematics Education Research; Mathematics History

These papers from the fifth annual meeting of the Canadian Mathematics Education Study Group are organized similarly to the meeting, presenting materials from the lectures, working groups, special groups, and panel groups, as well as ad hoc groups. Iverson delivered one lecture on computer programming, stressing the place of APL, while Kilpatrick lectured on theoretical and methodological reasons why research in mathematics education has made little impact on classrooms so far. Working group reports concerned research and the classroom, computer education for teachers, issues in the teaching of calculus, and revitalizing mathematics in teacher education courses. Special groups reported on the place of geometry in the elementary school and an example of mathematics, the Rubik cube. Panels considered mathematics and language, and the relationship of history and the teaching of mathematics. In the appendix are reports from individual members of the working groups and panel groups, concerning a variety of mathematics education topics. (MNS)

DOCUMENT RESUME

ED 235 003 SE 043 171

Davis, Brenta G.
The Impact of Federal Legislation on Education in the Clinical Laboratory Sciences.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Allied Health Occupations Education; *Communication Skills; *Competence; Educational Objectives; *Federal Legislation; *Federal Regulation; Interpersonal Competence; Medical Technologists; Postsecondary Education; Problem Solving; Program Improvement; Science Education
IDENTIFIERS- Clinical Laboratory Occupations; *Diagnosis Related Groups; *Medical Technology; Tax Equity and Fiscal Responsibility Act

Educational programs in the clinical laboratory sciences are responsible for producing professionals who can function in new environments. In addition, it is the responsibility of all individuals in the profession, regardless of professional role/function to assume the role of educator to prepare students in a way that is appropriate and useful to what is needed in real life. Recent federal legislation and related regulations, such as Diagnosis Related Groups (DRG's) and the Tax Equity and Fiscal Responsibility Act (TEFRA) will provide those in clinical laboratory sciences with exciting opportunities to achieve this goal, including more opportunities to assume roles as laboratory administrators/managers. Whatever the outcome in Washington, advances in science/technology will continue to be made, and these advances must be reflected in the scientific/technical preparation of clinical professionals. New attitudes, skills (including communication skills), and knowledge will be needed. Although TEFRA and DRG's (the basis on which most hospitals will receive Medicare reimbursement) are a significant opportunity to move into professional roles, there are some potential dangers associated with them, especially for hospital/university-based educational programs. These dangers are elucidated so that those involved in educational activities can develop legitimate economic arguments to pursuade administrators to maintain programs. (JN)

DOCUMENT RESUME

ED 235 017 SE 043 271

Tasker, Ross; And Others
Focus on Process Skills. Learning in Science Project. Working Paper No. 7.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Sep 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Problem Solving; *Process Education; Science Education; *Science Instruction; *Secondary School Science; *Skill Development
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to process skills/habits. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations are presented in four sections: (1) views about the teaching of process skills/habits; (2) views about the acquisition of process skills/habits; (3) problems and difficulties of teaching process skills/habits; and (4) problems and difficulties students have in acquiring process skills/habits. Included are eight questions that should be considered in terms of direction for further study, covering such topics as the extent to which teachers are confused over the meaning of the term "process skills," and the identification/development of activities to enhance process habit/skill development. Also included (in an appendix) are discussions, accompanied by flow-charts, of activities/skills associated with three suggested problem-solving categories. (JN)

DOCUMENT RESUME

ED 235 030   SE 043 284

Stead, Beverley
Animals. Learning in Science Project. Working Paper No. 22.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- *Animals; Classification; Cognitive Processes; College Science; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Higher Education; Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' (N=39) ideas on the concept of "animal." Data were obtained by the "interview-about-instances" (IAI) procedure in which students were shown diagrams on cards which represented different instances (such as frog) and non-instances (such as fire) of "animal." Additional data were obtained from a 6-question, multiple-choice test, based on the IAI, administered to a larger sample (including high school and college students). Selections from interview transcripts are presented, discussed, and analyzed as they relate to: (1) classification according to biologists' criteria, focusing on the following attributes--number of legs, size, habitat, presence of fur, and noise production; (2) confusion between scientific attributes of living things and those of animals; and (3) use of scientifically acceptable criterial attributes. Selected findings reported indicate that 35 students could not classify all animal instances correctly and (from multiple-choice test results) that 14 percent of Form 1 students, 59 percent of Teachers College students, and 97 percent of university students correctly categorized all six instances. Implications for biology instruction are addressed based on these results. (JN)

DOCUMENT RESUME

ED 235 043 SE 043 336

Jones, Natalie; Hughes, Wyn
Natural Dyes. Third World Science
University Coll. of North Wales. Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckinghem Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Botany; *Chemistry; Chromatography; Color; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; Laboratory Procedures; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Wildlife
IDENTIFIERS- *Dyes; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit consists of six sections and list of references. Topic areas considered include: historical consideration of the use of color; natural dyestuffs in use today and their resources; and plant pigments (chlorophylls, carotenoids, anthocyanins, and anthoxanthins). Activities presented include: chromatographic analysis of plant pigments; preparation of colored solutions from natural sources; investigation of acidity/alkalinity; and an investigation of dye uptake (preceded by a discussion of dying fabrics). The unit concludes with a brief outline of tie-dying and print processes. (JN)

DOCUMENT RESUME

ED 235 057 SO 014 829

New Brunswick. Reference Series No. 31.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 82
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; Area Studies; *Cultural Background; Demography; *Economic Development; Educational Practices; Elementary Secondary Education; Foreign Countries; Forestry; Geographic Location; *Geographic Regions; *Government (Administrative Body); Industry; Land Settlement; *Natural Resources; North American History; Transportation
IDENTIFIERS- Acadians; Canadian Government; Canadian Studies; Fishing Industry; *New Brunswick; PF Project; Political History

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of New Brunswick and is suitable for teacher reference or student reading. Separate sections discuss cities and population, geography, history, politics, economy, manufacturing, forestry, agriculture, fisheries, mining, electricity, transportation, government activities, education, and arts and culture. Specific topics include population distribution, forested terrain, early Acadian colonization, historical Anglo-French rivalry, and economic and political development. The economic importance of the country's international trade, manufacturing, forestry, potato crop, fisheries, mineral production, hydroelectric power, and water transport system is emphasized. Governmental support for public services, tourism, and education is noted. The final section describes New Brunswick's cultural preservation of the arts, including the art of poetry and Acadian literature. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

DOCUMENT RESUME

ED 235 072 SO 014 847

Truth in Leasing.
Board of Governors of the Federal Reserve System, Washington, D.C.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Advertising; Compliance (Legal); *Consumer Economics; *Consumer Education; *Consumer Protection; Cost Estimates; *Economics Education; Federal Legislation; High Schools; Laws; Legal Problems; Legal Responsibility
IDENTIFIERS- *Consumer Leasing Act; Lease Purchase Agreements; *Leasing; Legal Information; PF Project; Truth in Leasing

Designed for the general public and possibly suitable also for high school economics students, this pamphlet discusses the Consumer Leasing Act. The act requires leasing companies to inform consumers of the costs and terms of their contracts, limits any extra payments at the end of a lease, and regulates lease advertising. The pamphlet focuses on personal property leased by an individual for a period of more than four months for personal, family, or household use. General rules for leasing are presented: (1) the law does not cover daily car rentals, apartment or house leases, or business property leases; (2) customers must receive a written statement of all costs involved; (3) customers must be told certain terms of the lease; (4) customers must be told if they may have balloon payments and how they are calculated; (5) customers may obtain an estimate of the property's worth from an independent appraiser; and (6) balloon payments in an open-end lease are limited to no more than three times the average monthly payment. Also included is a look at shopping suggestions, advertising regulations, and penalties for violators. The final section presents a list of names and locations of federal enforcement agencies which deal with questions concerning leasing. (LH)

DOCUMENT RESUME

ED 235 086 SO 015 009

Berman, Louise M.; Miel, Alice
Educating for World Cooperation.
Kappa Delta Pi, West Lafayette, Ind.
REPORT NO.- ISBN-0-912099-00-3
PUB DATE- 83
AVAILABLE FROM- Kappa Delta Pi, An Honor Society in Education, P.O. Box A, West Lafayette, IN 47906 (1-9 copies, $4.00 ea.; 10-24, $3.25 ea.; 25-100, $2.75 ea.; over 100, contact Kappa Delta Pi).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Annotated Bibliographies; Anthropology; Conflict Resolution; *Cooperation; Cultural Exchange; *Curriculum Development; *Educational Change; *Educational Strategies; Elementary Secondary Education; Ethnography; Futures (of Society); *Global Approach; International Relations; Metaphors; Social Problems; Textbook Evaluation; *World Problems
IDENTIFIERS- Life Span Development; World Knowledge

This booklet presents a variety of perspectives on educating for world cooperation. Section 1 discusses major world problems and calls for the reorientation of education as a potential solution. Section 2 deals with the design of such a reorientation and offers three approaches to teaching and curriculum development--knowing, being, and doing. In section 3, five suggestions are given to illustrate how the three approaches to teaching and curriculum development might be applied. The suggestions are to have students analyze textbooks and nonprint materials, deal with conflict, understand metaphors, make use of anthropology and ethnography, and participate in cross-cultural experiences. Following this, a number of student activities are given. Students can enlarge their life-span, arrange for exchange with a "sister" school in another country, explore language, investigate foreign customs and traditions, compare forms of government and world religions, learn about the world's great documents, study the world economy, attack a global problem, and prepare a catalog of world cooperation agencies. In section 4, starting points are suggested for creating a richer school agenda. The final section presents an annotated bibliography of 35 books and articles dated from 1957-1982. (LH)

DOCUMENT RESUME

ED 235 100 SO 015 033

Mitchell, Steve M.
Dewey and Kohlberg: A Comparative Analysis.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Comparative Analysis; Developmental Stages; Educational Change; *Educational Philosophy; Ethical Instruction; *Moral Development; Moral Values; Personality Theories
IDENTIFIERS- *Dewey (John); *Kohlberg (Lawrence); Moral Reasoning

Although Kohlberg has stated that his moral reasoning theory is a refinement of Jean Piaget's and John Dewey's approaches, some educators have concluded that Kohlberg has misinterpreted Dewey's approach. However, the statement that Kohlberg is not of the Deweyan tradition seems unfounded. Actually, a thorough examination shows that numerous commonalities exist between the two approaches. For example, Kohlberg has demonstrated that not only did Dewey postulate three levels of moral reasoning, but that these levels correspond to his own three levels as well. There are additional areas of fundamental agreement: (1) both see the organism as actively interacting with the environment to seek equilibrium; (2) both make a distinction between the content and process of thinking; (3) both support major changes in the educational system with a more implicit concern for moral education and a de-emphasis on highly competitive achievement; (4) both argue against educational practices inculcating moral beliefs upon students; (6) both emphasize that education should be more democratic; and (7) both accentuate the importance of the child's perception of environmental consequences to actions. It appears that the differences between the two approaches are a matter of degree and are more congruent than originally concluded. (LH)

DOCUMENT RESUME

SP

ED 235 114 SP 022 502

Swap Shop: Original Teaching Ideas Submitted by Readers of "Learning" Magazine.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Class Activities; Dramatics; Elementary Education; Elementary School Mathematics; Hobbies; *Learning Activities; Oral Language; Self Esteem; *Teacher Developed Materials; *Teaching Methods; Vocabulary Development; Writing Exercises
IDENTIFIERS- PF Project

This collection of classroom ideas for the elementary school teacher contains learning activities, teaching methods, and suggestions on a wide variety of topics. The 22 teacher-submitted articles include ideas on writing, art, getting acquainted, vocabulary, self-esteem, open house, Halloween, mathematics, drama, hobbies, Valentine's Day, oral language, and summer projects. (DC)

DOCUMENT RESUME

ED 235 131 SP 023 033

McGee, Leo
Mini-Grants for Classroom Teachers. Fastback 200.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Romeoville, IL. Lewis Univ./Will County Chapter.
REPORT NO.- ISBN-0-87367-200-3
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Community Resources; Elementary Secondary Education; Financial Support; Grantsmanship; Needs Assessment; *Private Financial Support; *Program Proposals; *Proposal Writing; *School Business Relationship; School Community Relationship; *Teacher Role

Suggestions are offered to teachers on how to obtain outside funding when faced with a shortage of, or a need for expanding, classroom resources. Funding sources usually available within every community are listed, such as local businesses and industries, civic clubs, family and community foundations, teacher associations, and local benevolent organizations. The format for writing a grant proposal is outlined, and several sample proposals are presented. Continuing success in acquiring mini-grants is discussed. A bibliography is included. (JD)

DOCUMENT RESUME

ED 235 150 SP 023 066

LaFleur, Richard A.; Flippo, Rona F.
Study Guide for TCT in Latin.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Language Teachers; *Latin; Preservice Teacher Education; *Program Content; Second Language Instruction; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in Latin. Minimal competency is tested in four broad subareas: (1) grammatical structure; (2) usage; (3) mythology and culture; and (4) translation, prosody, and Latin roots of English. The guide lists all of the content objectives in the test and provides a selection of recommended readings for each of the four subareas. (JD)

DOCUMENT RESUME

ED 235 168 SP 023 087

Ngandu, Kathleen M.
Dyslexia and Severe Reading Disability.
American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G007901295
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Dyslexia; *Educational Strategies; Elementary Education; Instructional Materials; Learning Disabilities; Mainstreaming; *Reading Diagnosis; *Reading Difficulties; Reading Failure; Remedial Reading; *Student Characteristics; Teacher Role; *Teaching Methods

This handbook contains advice for the teacher in diagnosing dyslexia and developing an individualized program for overcoming severe reading problems. Observable characteristics of dyslexia are listed as an aid to the teacher's diagnosis, but it is emphasized that cooperation between the teacher and a reading specialist is of great importance in developing effective instructional plans. Fifty effective instructional strategies are listed which highlight many teaching techniques and ideas that have been successfully used with severely disabled readers in classroom as well as in clinical settings. A list of resources with additional information about dyslexia and severe reading disability is included. (JD)

DOCUMENT RESUME

ED 235 184 TM 830 551

Norwich, Brahm
The Assessment of Self Concepts of Educational Achievement by a Criterion Referenced Approach.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Adolescents; Case Studies; Computation; *Criterion Referenced Tests; Learning Disabilities; *Norm Referenced Tests; *Performance Factors; *Self Concept; *Self Concept Measures; Spelling
IDENTIFIERS- Mastery Model

Self-concept ideas can be reformulated and integrated into an objectives oriented model of school learning. Bloom's model (1976) involving mastery learning already incorporates self-concept elements, but needs to be developed theoretically to include norm-referenced as well as criterion-referenced approaches to assessing self-concepts. This involves reconceptualizing self-concepts in perceived self-efficacy, a notion derived from Bandura's (1977) social learning theory. Following a discussion of ways in which Bloom's model can be expanded, a single case study of an adolescent with specific learning disabilities is presented to illustrate the ideas and methods developed in the paper. The study was designed to investigate (1) whether self-efficacy judgments in relation to a basic skill can be altered prior to task performance by modelling correct performance or examining the basis of self-efficacy judgments; (2) whether self-efficacy judgments can predict subsequent performance accuracy; and (3) whether changes in self-efficacy judgments in relation to a basic task are associated with changes in self-efficacy jugdments in relation to an application of the basic skill. Evidence from the study indicates that in some conditions self-efficacy change could influence achievement and that perceived competence factors are involved in determining achievement levels. (LC)

DOCUMENT RESUME

ED 235 201 TM 830 611

O'Neal, Sandra

College Entrance Examinations, 1981/1982. ACT & CEEB Testing.

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Entrance Examinations; Educational Trends; Graphs; High Schools; National Norms; School Districts; Scores; *Test Results
IDENTIFIERS- *Albuquerque Public Schools NM; *American College Testing Program; Scholastic Aptitude Test

The American College Testing Program (ACT) and the Admission Testing Program of the College Entrance Examination Board are programs in which a large number of Albuquerque Public School (APS) students voluntarily participate. A summary of test data for participating APS students is provided here. For the 1981-82 school year, the scores of APS students on the ACT compare very well with the national norms. Ten-year trends of APS and national composite scores, APS and national test results, scores for boys and girls, scores according to high school curriculum, grade level of APS students at time of testing, percent of APS seniors tested, and characteristics of APS students taking the test are reported for the ACT program. Although the large majority of college-bound students in New Mexico take the ACT, several hundred APS students choose to take the College Board's Scholastic Aptitude Test (SAT) each year. Both math and verbal SAT scores of APS students were above national averages. Three-year trends in APS and national scores; and APS, national, regional, and state scores are provided for the SAT. ACT and SAT information by high school, and the states where students plan to attend college are also provided. (BW)

DOCUMENT RESUME

ED 235 218 TM 830 638

Stile, Stephen W.; And Others
Evaluation of a Competency-Based Inservice Training Program for Personnel Serving Disabled Preschoolers.
PUB DATE- 11 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Competency Based Teacher Education; *Disabilities; *Inservice Teacher Education; Models; *Preschool Education; Program Descriptions; *Program Evaluation
IDENTIFIERS- *Discrepancy Evaluation Model

Teachers who have been trained to work with normal young children (early childhood certification) or with older disabled children (special education certification) are unprepared to assume the multiple responsibilities of the teacher of preschool disabled children. Prior to the 1979-1980 academic year, few (if any) formal on-going inservice (or preservice) programs existed for this population of educators. Therefore, a project was proposed and subsequently funded at New Mexico State University to provide the necessary training. The Federal funding agency, the Bureau of Education for the Handicapped--Handicapped Personnel Preparation, stipulated that the Discrepancy Evaluation Model (DEM) be used to evaluate the project. This evaluation model demands that internal staff members continuously gather input, process, and output information and that decisions (e.g., to go to the next stage; to recycle) be based upon discrepancies regarding desired and obtained outcomes. The purpose of this paper is to report the results of the inservice training project in terms of DEM conventions. (Author/PN)

DOCUMENT RESUME

ED 235 234 TM 830 660

Jolly, S. Jean
Combining Standardized Achievement Test Items with Locally-Developed Supplementary Items to Produce Objective-Referenced Results for Program Evaluation: A Validation Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *Criterion Referenced Tests; Data Analysis; *Evaluation Methods; Intermediate Grades; *Mathematics Curriculum; Measurement Techniques; Norm Referenced Tests; Program Effectiveness; *Program Evaluation; Teachers; *Test Construction; Test Items; *Test Validity
IDENTIFIERS- Stanford Achievement Tests

A procedure was developed to combine subsets of curriculum-relevant items from a norm-referenced achievement test (NRT) with items comprising a locally-developed supplementary test in order to produce objective-referenced test (ORT) data for program evaluation. The study was designed to determine whether the ORTs were valid instruments for program evaluation. This was accomplished by analyzing test data gathered from students, classroom performance indices obtained from teachers, and questionnaire responses gathered from school-level administrators. Overall, the results of the study reveal that the ORTs are valid instruments for evaluating the intended programs. Findings indicate that combined NRT and supplementary items are internally consistent, that student ORT scores are related moderately to their classroom performance, and that users perceive the ORTs to be appropriate for evaluating their school-level programs. (Author)

DOCUMENT RESUME

ED 235 250 UD 022 906

Odden, Allan
Improving Schools with Limited Resources. ECS Issuegram.
Education Commission of the States, Denver, Colo.
REPORT NO.- IG82:4
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Change Strategies; Curriculum Development; *Educational Improvement; *Educational Quality; Educational Technology; Elementary Secondary Education; Financial Problems; Guidelines; Instructional Materials; Literature Reviews; School Personnel; Staff Development; Time Factors (Learning); Time on Task
IDENTIFIERS- PF Project

The financial health of the education system of most states is not good; those seeking to improve educational quality will have to find inexpensive methods. Areas of the American educational system in which quality standards are not being met include time spent in learning, curriculum content, appropriate use of new technology, and personnel. Educational reforms of the sixties and seventies worked, but they were expensive. For the eighties, reforms will have to be carried out with the limited funds available. Fifteen years of research have developed a consensus on strategies for improving basic skills performance. Six elements of these strategies are: (1) administrative leadership; (2) increased academic learning time; (3) a focus on basic skills; (4) improved teaching practices; (5) long-term staff development; and (6) school improvement efforts. The final section of this document lists affordable policy options which can increase academic learning time, improve the academic and substantive content of the curriculum, enrich teaching materials, make use of educational technology, and recruit and maintain a staff of high quality personnel. (DC)

DOCUMENT RESUME

ED 235 265 UD 023 114

Gardner, Eileen
Closing the Math and Science Gap.
Heritage Foundation, Washington, D.C.
PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; *Educational Assessment; Educational Quality; Elementary Secondary Education; *Government Role; *Mathematics Education; *Science Education; Teacher Certification; Teacher Education; *Teacher Effectiveness; Teacher Evaluation; Teacher Salaries

High schools throughout the United States are turning out graduates who are deficient in mathematics and science education. The field of education has come to be staffed by less competent teachers, as more qualified and more able individuals have been lured away to higher paying professions. The result of this has been the impairment of American ability to compete in the world market. Many high schools have deemphasized traditional core courses along with mathematics and the sciences. The National Education Association (NEA) has been a barrier to quality science and mathematics education in the public schools. The NEA has resisted efforts to institute standardized testing for teachers or assessment of teacher competence. The Department of Education has had deleterious effects on education, since it tends to promote equality of access to education at the expense of quality education. Finally, Congressional efforts have been to throw money at the problem rather than attack the root causes. Recommended solutions are: (1) redefined teacher certification requirements; (2) teacher accreditation through testing of general intelligence and knowledge in specific areas; (3) performance- and need-based salaries; (4) withdrawal of federal mandates; and (5) limited federal funding of education. (AOS)

DOCUMENT RESUME

ED 235 282　　　　　　　　UD 023 132

Health Education Curriculum Guide. Elementary School. Grade 1.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Curriculum Guides; *Emotional Development; Grade 1; *Health Education; Lesson Plans; *Nutrition Instruction; *Physical Development; Primary Education; *Safety Education; *Social Development
IDENTIFIERS- Duval County School Board FL

This first-grade curriculum guide for health education (Duval County Public Schools, Jacksonville, Florida) is designed according to a comprehensive program (K-12) to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well-being. Included in the guide are a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Topics dealt with include health practices, safety practices, and nutrition. (CMG)

ED 235 101 SO 015 034

Reviews of National Policies for Education: New Zealand.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12477-2
PUB DATE- 83
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Adult Education; *Comparative Education; Continuing Education; Curriculum; *Educational Change; Educational Needs; *Educational Policy; Educational Practices; Educational Research; *Education Work Relationship; Foreign Countries; Higher Education; *Postsecondary Education; Secondary Education; Tests; Transitional Programs
IDENTIFIERS- *New Zealand

For this review of educational policy in New Zealand, examiners from the Organisation for Economic Cooperation and Development (OECD) were asked to consider post-secondary education and its relationship with the school system and working life. In New Zealand post-secondary education embraces much more than in most other OECD countries since it includes upper secondary education. Part 1 of the report contains the examiners' report, which is organized around four main themes: school structures, curriculum, and examinations; preparation for the transition to working life; access and resources; and educational policy-making. The examiners record that New Zealand should be content with the current performance of its education system. At the same time, they perceive a need for some changes in priorities and direction. In particular, New Zealand, like many other OECD countries, may have to strengthen and further diversify its post-school education and training provision with a view to helping young people who leave school at 15 to cope with an increasingly competitive labor market. Part 2 of the report contains a record of the Paris review meeting at which the New Zealand delegation gave comprehensive answers to the questions posed by the examiners. A summary of the background report on the educational system in New Zealand provided the examiners is given in part 3. (RM)

ED 235 115 SP 022 509

Nye, Sandra

Your Monthly Activity Almanac. A package of significant dates to learn about and celebrate.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Arithmetic; Art Activities; Elementary Education; Elementary School Mathematics; Elementary School Science; Health Activities; Language Arts; *Learning Activities; Reading; Social Studies
IDENTIFIERS- PF Project

Elementary school activities designed for celebraing the significant dates of each school month, excluding December, are described in this compilation. The collection covers birthdays of well-known people, historical events, mathematics, writing, reading, science, history, social studies, art, and cooking. (JW)

ED 235 132 SP 023 034

Wehlage, Gary G.
Effective Programs for the Marginal High School Student. Fastback 197.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

SPONS. AGENCY- Phi Delta Kappa, Decatur, IL.
REPORT NO.- ISBN-0-87367-197-X
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Curriculum Development; *Dropout Characteristics; *Dropout Prevention; Experimental Programs; *Low Achievement; *Program Development; Program Effectiveness; Secondary Education; Student Motivation; *Student School Relationship; Student Teacher Relationship; Teacher Attitudes

The characteristics of marginal high school students and the social dynamics that create conditions in schools that lead to truancy and eventual dropping out are described as an introduction to a discussion on how to deal with the problem. Guidelines for effective programs for marginal students are delineated, and the activities and scope of six effective school programs designed to involve marginal students in school work and motivate them to remain in school are described. Cited are: (1) Reuther Education at Large (REAL); (2) Lincoln Educational Alternative Program (LEAP); (3) Paper High School (PHS); (4) School Within a School (SWS); (5) Alternative Learning Program; and (6) Academic Development Opportunity Program (ADOP). The characteristics of an effective anti-dropout program are delineated in the areas of administration and organization, teacher culture, student culture, and curriculum and instruction. Suggestions are wade for planning a successful program for marginal students. (JD)

ED 235 151 SP 023 067

Barron, Eloise T.; Flippo, Rona F.

Study Guide for TCT in Mathematics.

Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Educational Objectives; Higher Education; *Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in mathematics. The test covers seven subareas: (1) sets, numbers, numeration, operations, etc.; (2) geometry; (3) algebra; (4) trigonometry; (5) analysis and calculus; (6) probability and logic; and (7) measurement, relations, and computers. The guide contains a listing of content objectives and selected references for each subarea. (JD)

ED 235 169 SP 023 088

Banbury, Mary M.
What Are Learning Disabilities?
American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 80
GRANT- G007901295
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Auditory Perception; Behavior Problems; *Diagnostic Teaching; *Educational Diagnosis; Elementary Education; Expressive Language; Language Handicaps; *Learning Disabilities; Learning Processes; Orientation; Perceptual Handicaps; Perceptual Motor Coordination; *Student Characteristics; *Student Evaluation; Teacher Role; *Teaching Methods

This handbook may serve as a guide in helping teachers to identify children with learning disabilities. Hypothetical cases are presented, giving specific examples of academic and behavioral problems which may be caused by such learning disabilities as visual perceptual disorders, auditory perceptual disorders, motor disorders, orientation disorders, expressive language disorders, and behavioral social disorders. Guidelines and procedures are presented for the teacher who observes in a student the behaviors illustrated in the case profiles. These are intended to assist the teacher in determining whether or not to pursue a formal evaluation. A discussion, based on the diagnostic-prescriptive approach to teaching, offers assistance to teachers in systematically assessing needs, formulating objectives, determining strategies, and monitoring pupil performance. A bibliography of reference materials is included. (JD)

ED 235 219 TM 830 639

General Orientation Manual for the Portland Public School Achievement Testing Program.

Portland Public Schools, OR. Evaluation Dept.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Achievement Tests; Elementary Secondary Education; Latent Trait Theory; Local Norms; *Program Descriptions; *School Districts; Scores; Test Construction; *Testing Programs; Test Manuals

IDENTIFIERS- Equal Interval Scoring; *Portland School District OR

The Portland (OR) School District has a long-standing tradition of local achievement test development. Portland prefers to use scores and reporting procedures which capitalize on the advantages of "equal interval" which can be analyzed statistically by all procedures available. Portland testing programs serve a number of purposes: (1) elementary and middle school basic skill achievement testing; (2) Title I achievement testing at all grades (high school as well as elementary); (3) semester and year-end testing of high school mathematics; (4) basic skill status and growth of English as a Second Language/Bilingual students; (5) certification of high school basic skill graduation standards; and (6) other types of measurement which the District requires, (e.g., performance of students in programs for the gifted and talented). Test development procedures, the Rasch calibration, and test item development are explained. The elementary and middle school basic skill achievement, graduation standards, and high school mathematics testing programs are discussed. (PN)

ED 235 235 TM 830 662

Bowman, Robert W., Jr.; Frary, Robert B.
Difficulty Level of Classroom Tests: Communicating with Teachers and Students.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; *Difficulty Level; Higher Education; Measurement Techniques; Norm Referenced Tests; Questionnaires; *Student Evaluation; *Teacher Made Tests; *Test Construction; Test Format; *Testing Problems; Test Interpretation

College teachers often use norm-referenced classroom tests which are too easy for distinguishing adequately among levels of student achievement, yet they are reluctant to adopt more difficult tests. We explored the basis for current practices concerning test difficulty through informal interviews and questionnaires completed by faculty members and by students. Overall, the responses suggest that many faculty and students view the percentage-correct score as an absolute measure, even when tests are clearly norm-referenced. Further, faculty often claimed that students would not tolerate more difficult tests even if grade distributions remained the same. Finally, we found specific support for more difficult tests in only a few of a selection of 19 measurement textbooks we reviewed. In this context we developed a booklet "College Achievement Testing: A Self-Instructional Interlude," included as appendix A and a pamphlet "The Trouble with Headaches," included as appendix B intended to convince students that norm-referenced tests should be reasonably difficult. Evaluation of these materials, however, showed them to be largely ineffective for this purpose. Apparently, beliefs in this area are not easily changed, which warrants ongoing efforts to inform teachers and students of appropriate practice regarding test difficulty. (Author)

ED 235 283 UD 023 133

Physical Education Curriculum Guide, Grades 4-6, 1978-79.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Athletic Equipment; *Athletics; Behavioral Objectives; Curriculum Guides; *Gymnastics; Intermediate Grades; *Physical Education; *Physical Fitness; Resource Materials; *Swimming
IDENTIFIERS- Duval County School Board FL

Developed for the Duval County Public Schools (Jacksonville, Florida), this curriculum guide for physical education is for use in grades four, five, and six. A list of growth and development characteristics and their implications for physical education is followed by (1) a list of essential skills for each grade in the areas of physical conditioning, motor, rhythms, and self-testing; (2) a section on program planning; (3) a suggested yearly program; (4) sample nine-week lesson plans; (5) recommended equipment and supply list; and (6) a scope and sequence chart. The greater part of the guide is devoted to sections on physical conditioning; team games; modified individual and dual games; gymnastics; rhythms; additional activities; and aquatics. Each of these sections includes concepts, subconcepts, objectives, and suggested activities. The guide ends with instructions for making some items of equipment, lists of films, film loops, and filmstrips for classroom use, a glossary, an index and a 43-item bibliography. (CMG)

ED 234 989 SE 043 153

Drost, Dale R., Ed.
Proceedings of the 1982 Annual Meeting. Canadian Mathematics Education Study Group (Queen's University, Kingston, Ontario, June 3-7, 1982).
Canadian Mathematics Education Study Group.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Computer Science; *Computer Science Education; Educational Research; Geometry; Imagery; Mathematical Enrichment; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving; Research Reports; Research Utilization; Sex Differences; Talent; Teacher Education
IDENTIFIERS- Canada; *Mathematics Education Research; Mathematics History

Papers from the 1982 annual meeting of the Canadian Mathematics Education Study Group are organized similarly to the meeting, presenting materials from the lectures, working groups, topic groups and panel groups. One lecture, by Davis, discussed a philosophy of computation in relation to computing. Vergnaud lectured on cognitive and developmental psychology and research in mathematics education. Working group reports concerned the influence of computer science on undergraduate mathematics education, the application of research in mathematics education to teacher training programs, imagery and mathematics, and problem solving in the school curriculum. Appendices to the working group reports include reports or comments from individual members. The topic groups reported on women and mathematics and on educational uses of the history of mathematics. Panel groups considered identifying and developing mathematical talent and the organization of mathematical contests and summer camps. One special group reported on geometry. (MNS)

ED 235 004 SE 043 172

Moynihan, Christy; And Others
Linkage between Graduate Medical Education Training Practice Profiles in Psychiatry, Obstetrics/Gynecology, and Family Practice. Deliverable No. 5. Final Report.
SysteMetrics, Inc., Santa Barbara, CA.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville Md. Office of Graduate Medical Education.
REPORT NO.- HRP-0904663
PUB DATE- 26 Aug 83
CONTRACT- HRA-232-81-0042
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; *Family Practice (Medicine); *Graduate Medical Education; *Gynecology; Higher Education; *Medical Services; *Obstetrics; Physicians; *Psychiatry

This study examined the relationship between graduate medical education (GME) and practice profiles in three specialties: family practice, psychiatry, and obstetrics/gynecology. Two analyses were performed, the first assessing the relationship between GME and current practice patterns and the second assessing the relationship between GME and predicted practice patterns. In formulating an adjusted needs-based model, four dimensions were found to be central to characterizing the practice profile (and the subsequent manpower requirements) of a specialty: (1) the diagnostic and procedural content of the specialty; (2) the ambulatory versus inpatient setting of care; (3) productivity and the proportion of professional time spent in non-patient care activity; and (4) the delegation of visits to non-physician providers. Each of these dimensions was used as a basis for comparing GME with current and 1990 normative practice patterns in each of the three specialties. Among the conclusions reported are those indicating that profiles of residents and practicing physicians in all three specialties (with few exceptions) were markedly similar (suggesting that residents basically appear to do the same kinds of things in training that they will do in subsequent practice) and that, although a high degree of correspondence between training and subsequent practice is desirable, absolute correspondence is not. (JN)

ED 235 031 SE 043 318

Gordon, Marjorie R.; Bane, Leni L.
Florida Marine Education Resources Bibliography. Report Number 51, Florida Sea Grant College.
Florida Atlantic Univ., Boca Raton.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- SGR-51
PUB DATE- Mar 83
GRANT- NA80AA-D-00038
AVAILABLE FROM- Sea Grant Marine Advisory Program, G022 McCarty Hall, University of Florida, Gainesville, FL 32611 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Interdisciplinary Approach; Language Arts; Marine Biology; *Marine Education; Mathematics; Oceanography; *Resource Materials; Science Education; *Secondary School Science; Social Studies; Special Education; Spiral Curriculum; Teacher Developed Materials; Vocational Education
IDENTIFIERS- *Florida

This multidisciplinary, annotated bibliography is offered to K-12 teachers, other educators, librarians, concerned parents, and community leaders to simplify locating and acquiring marine education materials and infusing marine subjects into existing curricula. Included are printed materials currently available from commercial publishers, government agencies, or educational institutions. Unpublished materials prepared by teachers for use in their classes are also included. The document is divided into two major sections: five categories of resource materials and three indices to the materials (including author, curriculum area, and application indices). Entries within each of the five categories are generally grouped according to curriculum area and/or application, and then by increasing age of students. The five sections of bibliographic entries are: elementary (with separate listings for grades K-4 and 4-7); secondary (with separate listings for junior/senior high and high school/adult); general reference;

ED 235 044 SE 043 337

Jones, Natalie; Hughes, Wyn
Plants and Medicines. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Botany; Cultural Activities; *Developing Nations; *Drug Use; Elementary School Science; Foreign Countries; Intermediate Grades; Medicine; Pharmacology; *Plant Identification; Poisons; Science Activities; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Africa; Drugs; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The introduction to this unit traces the historical background of plant use as the only source of drugs for man, considering the belief that a cure for every disease can be found among members of the plant kingdom. Topics areas considered in following sections include: increasing respectability of "primitive" herbal healing; drugs and poisons; major drugs obtained from plants; plants that bring health and death, considering plant chemicals that destroy tumors, reduce blood pressure, paralyze muscles, or prevent conception; African medicine (suggesting students similarly list and identify local plants having medicinal value); and herbs and modern drugs. The unit concludes with a list of plants and their popular drug derivatives. (JN)

Nova Scotia. Reference Series No. 32.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; American Indians; Area Studies; Climate; *Cultural Background; Demography; *Economic Development; Educational Practices; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; Land Settlement; *Natural Resources; North American History
IDENTIFIERS- Acadians; Canadian Studies; Fishing Industry; *Nova Scotia; PF Project

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Nova Scotia and is suitable for teacher reference or student reading. Separate sections discuss the geography and climate, history, economic development, fishing, agriculture, forestry, mining, manufacturing, energy, education, arts and culture, and people. Specific topics include the province's size, physical setting, ocean tides, continental climate, and geographic location. Mention of the early Micmac Indians and later European colonization leads to a detailed account of the struggle between the French and the British in their efforts to gain control of Acadia (Nova Scotia). The economic consequences of the province's shift from shipbuilding to mining are described, and the importance of the country's fishing, forestry, mining, manufacturing, and hydroelectric energy potential is emphasized. A look at Nova Scotia's public school system and institutions of higher education is followed by an acknowledgment of the province's reputation as a haven for artists, sculptors, and craftsmen. The final section discusses Nova Scotia's population distribution and ancestral origins. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

ED 235 073 SO 014 848

If You Borrow to Buy Stock.
Board of Governors of the Federal Reserve System, Washington, D.C.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Compliance (Legal); Consumer Economics; *Credit (Finance); Economics Education; *Federal Legislation; High Schools; Laws; Legal Responsibility
IDENTIFIERS- Federal Reserve System; Legal Information; PF Project; Rules and Regulations; *Securities Credit; Stock Market

Designed for the general public and possibly suitable also for high school economics students, this pamphlet discusses a federal law that requires that the borrower as well as the lender comply with government rules relating to the use of credit in purchasing securities, even when the borrower obtains credit outside the United States. The pamphlet focuses on Regulation X, entitled "Rules Governing Borrowers Who Obtain Securities Credit," as one of four margin regulations relating to securities credit. A brief explanation of margin regulations and a description of how margin works is followed by an historical look at the essential role government regulation of securities credit plays in preventing national money crises. Concern over the potentially upsetting effects that borrowing abroad to buy U.S. stocks might have on securities markets in the United States is described as the main reason for the implementation of the law. Also discussed are the widespread effects of this law aimed particularly at foreign borrowing, and the penalties mandated for violators. The final section lists the cities in which Federal Reserve Banks can be contacted for further information. (LH)

ED 235 087 SO 015 011

Nappi, Andrew T., Ed.; Suglia, Anthony F., Ed.
Economic Education Experiences of Enterprising Teachers. Volume 20. A Report Developed from the 1981-82 Entries in the International Paper Company Foundation Awards Program for the Teaching of Economics.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- International Paper Company Foundation, New York, N.Y.
REPORT NO.- JCEE-Checklist-328
PUB DATE- 83
AVAILABLE FROM- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; Capitalism; Course Descriptions; *Curriculum Development; *Economics Education; Elementary Secondary Education; Food; Fundamental Concepts; Interdisciplinary Approach; International Trade; Learning Activities; Learning Resources Centers; Life Style; Literature; Monetary Systems; Program Descriptions; Relevance (Education); *Teacher Developed Materials; *Teaching Methods; Units of Study
IDENTIFIERS- Program for Effective Teaching; Utopia

Award-winning teacher-developed projects and courses in economics are described. The projects are designed for use in grades K-12. Descriptions indicate grade level, project background, time allotment, objectives, activities, and evaluation. Chapter 1 suggests ways to teach economic concepts in grades K-3. The projects included a year-long study of two agricultural products of Arkansas--chickens and rice--and the effect these two products have on students' daily lives, teaching economics through an Easter theme, a unit about money, and a third-grade lesson on common property resources. In the projects described in the second chapter, students in grades 4-6 study about productive resources from prehistoric to modern times, international trade, and interdependence, and create their own country. The junior high projects of the third chapter deal with lifestyles, world trade, and a class developed money system. Projects for the senior-high level in chapter 4 focus on capitalism and entrepreneurs and involve students in reading utopian literature. The concluding chapter

describes projects that fit into what is called an "open category." Included are strategies for using economics in a media center, an economics curriculum guide, an application of the Program for Effective Teaching (PET) to a system-wide approach to teaching economics, and a description of classroom materials developed to teach about the economics of the American food system. (RM)

ED 235 185 TM 830 554

Curry, Lynn
An Organization of Learning Styles Theory and Constructs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Style; Definitions; Individual Differences; *Learning Theories; *Models; Psychometrics; *Research Needs; Standards

In; the past 3 years there has been a resurgence of interest in learning styles as applied to education generally and to professions education in particular. For all this activity there are difficulties preventing significant progress. Chief among these is the bewildering confusion of definitions surrounding learning style conceptualization, and the concomitant wide variation in the scale of behavior claimed to be predicted by learning style conceptualizations. This presentation outlines a technical reorganization of learning style constructs and proposes an empirically testable structure encompassing style concepts that have established psychometric standards. (Author)

ED 235 202 TM 830 615

Herring, Richard D.
Finding "Problem Types" in Judgments of Problem-Similarity: Comparison of Cluster Analysis with Subject Protocols.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Algebra; Classification; *Cluster Analysis; Content Analysis; *Evaluative Thinking; Higher Education; Mathematics; *Memory; *Problem Solving

Literature in mathematic problem-solving suggests that learners store information in memory which helps them solve stereotyped algebra word problems. Cluster analysis has been used as an exploratory tool to infer the types of problems which have common representations in memory. This study compares the results of a hierarchical cluster analysis of judgments of problem similarity, with the open-ended rationales that subjects give for their similarity judgments. Results indicate that interpretation of a hierarchical cluster analysis is highly dependent upon the analyst's criterion of similarity. Evidence in support of two conflicting hypotheses can be taken from the same output. A critical assumption of the Johnson method of hierarchical clustering is that the data satisfy the "ultrametric inequality," and it is found that this assumption is more stringent than is commonly realized. (Author)

ED 235 251 UD 022 907

Dougherty, Van; Odden, Allan
States Move toward School Improvement.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTIONS- *Educational Improvement; *Improvement Programs;
Program Descriptions; *State Programs; State School District
Relationship
IDENTIFIERS- Colorado; Connecticut; Minnesota; New Jersey; North
Carolina; PF Project

In the past few years, numerous states have initiated school improvement programs. These programs have included any or all of the following characteristics: (1) teacher and administrator certification and competency tests; (2) school-based planning; (3) staff development; (4) student assessment; (5) revised curricula and instructional strategies; and (6) student competency tests and revised accreditation standards. New Jersey has developed a comprehensive plan to implement a "thorough and efficient" (T&E) system in which schools are able to identify problem areas and provide remediation. Minnesota has combined two programs, Some Essential Learner Outcomes (SELOs) and Planning, Evaluation and Reporting (PER), to develop a process for curriculum planning and evaluation which addresses its specific needs. Colorado's plan has focused on accreditation requirements, accountability, school climate improvement, and Individually Guided Education (IGE). In North Carolina, eight regional service centers are used to provide technical assistance to local districts and schools. The Connecticut School Effectiveness Project is a voluntary school-site approach in which the local faculty is responsible for developing its own plans. (DC)

ED 235 266 UD 023 115

Minority Elderly Services: New Programs, Old Problems. Part II. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Affirmative Action; Community Services; Compliance (Legal); Contracts; *Ethnic Discrimination; Federal Programs; Government Role; Grants; *Minority Groups; *Older Adults; Outreach Programs; Racial Composition; *Racial Discrimination; *Social Services; State Programs; Statistical Data

IDENTIFIERS- Administration on Aging; *Older Americans Act 1965; *Older Americans Act Amendments 1978

This report contains the final results of the United States Commission on Civil Rights' investigation of race and ethnic discrimination in federally assisted programs for older persons. The investigation was the result of allegations that the minority elderly were not being served by Older Americans Act programs. The information reported was obtained by questionnaires mailed to all State, area, and territory agencies on aging and from personal interviews with program administrators at the Federal level. Information on employment data covers minority representation, bilingual staffing, affirmative action programs, the handling of discrimination complaints, and Administration on Aging's enforcement of policies and practices. Data on participation of minority organizations and firms in Title III and Title IV of the Older Americans Act are analyzed in a discussion of representation, outreach efforts, and monitoring and compliance activities. Monitoring and evaluation of minority participation in Older Americans Act service programs, outreach efforts (especially bilingual ones), and barriers to participation are also discussed. Although the Commission's investigation did not document discrimination against minorities, governmental policies and practices were found to adversely affect minority participation in the programs. Recommendations for legislative change and for changes in the Administration on Aging are made. Appended are a glossary of terms, a summary of findings from phase I of the investigation, and a description of methodology, including copies of the questionnaires. (CMG)

ED 235 018 SE 043 272

Osborne, Roger; And Others
Focus on the Syllabus. Learning in Science Project. Working Paper No. 8.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Course Content; *Course Descriptions; *Curriculum Development; *Educational Objectives; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science; Teacher Attitudes
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to the draft F1-4 science syllabus (the 1978 draft official science syllabus). The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Teachers' views about the syllabus are presented in the first section, addressing such issues as using or not using the syllabus, familiarity with the syllabus, and changes that should be made (including a greater emphasis on acquisition of process skills and desirable attitudes). The second section considers such issues as why science is being taught in schools and justifying the inclusion of science in the curriculum. Among the general conclusions and questions raised in the final section is the belief that the draft syllabus (presented in an appendix) contains educational and scientific weaknesses. (JN)

ED 235 152 SP 023 068

Smith, Jane Bandy; Flippo, Rona F.
Study Guide for Teacher Certification Test for Media Specialists.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; Information Services; Information Sources; *Media Specialists; Preservice Teacher Education; *Program Content; Resource Teachers; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) for media specialists. It provides two kinds of information--narratives and bibliographic references. Content objectives are covered for the areas of: (1) management and organization; (2) personnel administration; (3) instruction and curriculum; (4) teaching strategies; (5) study, reference, and research; and (6) selection of materials. Narratives comprise the first part of the study guide, and are arranged according to the six subareas of the test. Each narrative section includes a synopsis of the content of the subarea, brief descriptions of state services or professional activities, and a listing of authors whose works can provide further information on the topic. Complete bibliographic citations are listed for the suggested authors. (JD)

ED 235 116 SP 022 525

Arts-R-Us.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Art Activities; Elementary Secondary Education; *Fine Arts; *Interdisciplinary Approach; Program Descriptions
IDENTIFIERS- Arts in Education Project; PF Project

Activities that integrate the fine arts into the regular curriculum for grades kindergarten through twelve are presented. These activities were developed by five Oklahoma school districts participating in a one-year inservice program of study and involvement in the arts. Brief descriptions of programs and background information on participating schools are included. Some of the fine arts areas covered are painting, drawing, drama, dance, music, singing, ceramics, creative writing, poetry, movement education, photography, and cultural arts, particularly American Indian art. These are integrated into the curriculum areas of language arts, mathematics, social studies, environmental education, and science. Although most of these activities are for regular students, there are some activities for handicapped and learning disabled students as well as for bilingual students. (EM)

ED 235 133 SP 023 035

Dillon, J. T.
Teaching and the Art of Questioning. Fastback 194.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Dallas, TX. North-Metro Chapter.
REPORT NO.- ISBN-0-87367-194-5
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789,
Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Classroom Communication; *Classroom Techniques; Discourse Analysis; *Discovery Learning; *Discussion (Teaching Technique); Elementary Secondary Education; Information Seeking; Inquiry; *Questioning Techniques; Student Reaction; Teacher Role

The first chapter in this booklet about teaching and the art of questioning defines educative questions which advance pedagogical purposes, classroom processes, and educational ends and facilitate student thinking and class participation. Examples throughout the publication are in the form of recorded and transcribed actual classroom discourse, with identification of the nature of questions posed and the type of student response given, and an analysis of negative effects of questions. In the second and third chapters, a review is presented of two broad categories of classroom conversation--recitation and discussion. The characteristics of each category are highlighted by excerpts from classroom discussions, and it is pointed out how questions function within the framework of the discourse. Alternative approaches that may enhance the goals of recitation are proposed: preparation, review, quiz, and evaluation. In the final chapter, seven alternatives for stimulating student thought and response, for encouraging participation, and for teaching appropriate discussion behavior are presented. The use of the declarative statement, the reflective statement, expressing confusion, inviting elaboration, aiding students to formulate a question, encouraging inquiry, and promoting student-student interaction, and the deliberate use of silence by the teacher are discussed. (JD)

ED 235 186 TM 830 555

Mulaik, Stanley A.
Some Comments on the Overidentification of Models in Structural Equation Modeling with Latent Variables.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Factor Analysis; *Mathematical Models; Multivariate Analysis; *Path Analysis; *Predictor Variables; Research Methodology; Research Needs; *Research Problems
IDENTIFIERS- Indicators; *Latent Variables; *Parsimony (Statistics); Unidimensional Scaling

The overidentification of structural equation models with latent variables is discussed. The use of two- and three-indicator models is not recommended since such models do not allow a testing of the crucial assumption of unidimensionality among indicators in most cases. Models with four or more indicators may be more sensitive to departures from unidimensionality among sets of indicators or an alleged common variable. Further, parsimonious models are to be preferred because they imply more observable consequences and more ways to be rejected, if false. Combining a parsimony index (James, Mulaik and Brett) with a normed fit index (Bentler and Bonnet) yields a normed parsimonious fit index. This combined index corrects for the tendency of the normed fit index to approach unity as the degrees of freedom of the model approach zero. Increasing the number of indicators, relative to the number of latent variables to be identified, can only serve to increase the parsimony of a model as long as the indicators are linked respectively to as few of the latent variables as possible. (PN)

ED 235 203 TM 830 616

Houser, Ronald L.; And Others
An Alternate Procedure to Obtain Ability Estimates in Latent Trait Models.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Educational Testing; Item Banks; *Latent Trait Theory; *Measurement Techniques; *Models; Research Methodology; *Statistical Analysis; *Test Reliability

IDENTIFIERS- *Fixed Parameter Approach; *Linkage Analysis; Rasch Model

This report describes a procedure that promises to improve the stability, accuracy, and efficiency of the employment of latent trait models and an application of the procedure to the Rasch model. Data were collected from the Portland Public Schools Level Tests administered to 25,740 students. Since each of the 173 items (chosen from the total number of items tested after consideration of the approximately 50% overlap of items from one level to the next) could be calibrated twice by both the linking procedure and the fixed parameter procedure, the same data set was used to compare the relative efficiency of calibration within each procedure and then to compare the efficiency between procedures. This allowed the focus of each metric to be somewhat different but still provided a test of the calibrating efficiency. The differences in the distributions between each pair of item calibrations can be viewed as the amount of error in each calibrating procedure; no statistical or practical difference between these two distributions were found. A final distribution was computed by subtracting the linking difference from the fixed parameter difference for each item. This distribution, representing the relative superiority of one calibration procedure over the other showed no significant difference between the two procedures. Thus, efficiency of calibrating items through a linking approach or through the fixed parameter procedure is essentially the same. (PN)

ED 235 220 TM 830 640

Samejima, Fumiko

A Latent Trait Model for Differential Strategies in Cognitive Processes.

Tennessee Univ., Knoxville. Dept. of Psychology.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR/RR-83-1
PUB DATE- Jun 83
CONTRACT- N00014-81-C-0569
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classification; *Cognitive Processes; Estimation (Mathematics); Individual Psychology; *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics
IDENTIFIERS- *Tailored Testing

Some cognitive psychologists, who have tried to approach psychometric theories, say that the psychometric approach does not provide them with theories and methods with which they can deal with differential strategies. In this paper, a general latent trait model for differential strategies in cognitive processes is proposed which includes three different response levels: the nominal response level, the graded response level, and the dichotomous response level. The general graded response model is further classified into the homogeneous and the heterogeneous cases. Also the maximum likelihood estimation of the individual's latent trait is discussed. (Author/PN)

ED 235 284 UD 023 134

Health Education Curriculum Guide. Elementary School. Grade 5.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Alcohol Education; *Behavioral Objectives; Consumer Education; Course Descriptions; Curriculum Guides; *Emotional Development; Family (Sociological Unit); Grade 5; *Health Education; Human Body; Hygiene; Intermediate Grades; Lesson Plans; Nutrition Instruction; *Physical Development; *Social Development
IDENTIFIERS- Duval County School Board FL

In accordance with the health education curriculum (K-12) in the Duval County Public Schools, Jacksonville, Florida, this curriculum guide for fifth grade is designed to assist the student in gaining an intelligent understanding of health as a unity of physical, mental, and social well-being. This guide contains a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Keys to recommended instructional materials are also provided. Topics dealt with include the human body, families, personal health practices, nutrition, consumer choices, and alcohol. (CMG)

Barrow, Lloyd H.
Teacher's Resource Guide on Acidic Precipitation with Laboratory Activities.
Maine Univ., Orono. Land and Water Resources Center.

SPONS. AGENCY- Department of the Interior, Washington, D.C.
PUB DATE- Jun 83
AVAILABLE FROM- Land and Water Resources Center, Univ. of Maine at Orono, 11 Coburn Hall, Orono, ME 04469 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Energy; Environmental Education; *Geology; *Laboratory Procedures; *Meteorology; *Physical Environment; Resource Materials; Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science
IDENTIFIERS- *Acid Rain; pH

The purpose of this teacher's resource guide is to help science teachers incorporate the topic of acidic precipitation into their curricula. A survey of recent junior high school science textbooks found a maximum of one paragraph devoted to the subject; in addition, none of these books had any related laboratory activities. It was on the basis of this near void that this manual was developed. The guide includes introductory material designed to give an overview of causes and effects of acidic precipitation, its relation to energy production, and some possible ways of reducing or eliminating it. In addition, six laboratory activities (independent of one another) are included. These investigations are appropriate for students utilizing concrete operational patterns. Some are modifications of activities published by the Acid Precipitation Awareness Project. The guide also references several additional resources for teachers and students who wish to pursue the topic further. In addition, instructions are provided for preparing acid rain (using solutions prepared from nitric or sulfuric acids) should this be necessary to complete the investigations. (JN)

ED 235 074   SO 014 849

Fair Credit Billing.

Board of Governors of the Federal Reserve System, Washington, D.C.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; Federal Legislation; High Schools; Laws; Legal Problems; Legal Responsibility
IDENTIFIERS- Credit Ratings; *Fair Credit Billing Act; Legal Information; PF Project

Designed for the general public and possibly suitable also for high school economics students, this pamphlet explains how to resolve a billing dispute in a way that protects the customer's credit rating and legal rights. The pamphlet focuses on specific requirements of the Fair Credit Billing law and presents the following: (1) six legal criteria for challenging the purchase or the price of an item that appears on a billing; (2) the legal obligations of the creditor and five steps the customer can follow in case of billing errors; (3) the legal prohibition against creditors giving out information that might damage the customer's credit rating once the customer has given written notice of a possible error; (4) the provision for the withholding of payment of any balance due on defective merchandise or services; and (5) penalties mandated for creditors who fail to comply with the Fair Credit Billing Law. The final section presents a list of names and locations of federal enforcement agencies which deal with questions concerning particular creditors. (LH)

ED 235 102 SO 015 036

A Common World: Courses in Women's Studies for Rural and Urban Communities.

Worthington City School District, OH.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($9.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)

DESCRIPTIONS- *Adult Education; *Community Education; Course Descriptions; Employed Women; Females; Health; Latin American Culture; Latin Americans; Learning Activities; Oral History; Parenthood Education; Parent Materials; Postsecondary Education; Resource Materials; *Rural Areas; *Urban Areas; *Womens Studies; Writing Skills

Developed and taught during 1979 by facilitators working with groups of community women in central Vermont and in metropolitan Boston, these courses are intended to promote the visibility of women's accomplishments, to enhance women's personal growth, and to increase females' analytic skills in a political context. Each of the nine chapters in the book addresses a topic of importance to women--to rural women in Part I and to urban women in part II--and suggests learning activities. Resources used in the courses are also cited. The courses for rural women discuss work outside the home, health care, parenting, and oral history as a technique for investigating the many contributions made by women. The topics treated in the courses for urban women include black women's culture, the role that oral history and oral tradition play in women's history, the relationship between women's role in society and women's lack of control over their health care, the problems of the Latin people and the devaluation of Latin culture in this country, and ways for women to explore the process of writing. Learning activities involve women in reading and discussing books and journal articles, analyzing films, keeping journals, doing oral history projects, and engaging in group discussions. (RM)

ED 235 170 SP 023 094

Enger, John M.

Perceptions of Teaching as a Career by Bahamian Grade 12 Students in College-Preparatory Programs.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Employment Level; Foreign Countries; *Goal Orientation; Higher Education; Parent Influence; Professional Recognition; Secondary Education; Secondary School Students; *Student Attitudes; *Student Educational Objectives; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- *Bahamas

A questionnaire was administered to 1403 twelfth grade students in the Bahamas who were described as potentially eligible to pursue college-level work leading to teacher certification. Student opinions were sought on teacher training programs at the College of the Bahamas, conditions of teaching employment, characteristics of students in secondary schools, and contrasts between teaching and other occupations. The majority of respondents indicated that parents were most influential in their career plans, and continued education was deemed important by almost all of those responding. At least some interest in becoming a teacher was expressed by 32 percent of the students. In rating selected aspects of the college teacher education program, the most common student response was "don't know." Of the 10 conditions of teacher employment assessed, salary, equipment and facilities were rated the lowest. Aspects of teacher employment were rated lower than those of other professions, particularly in the areas of prestige and rewards. Suggestions are made for efforts to improve the image of teaching among parents of students who have the potential to become teachers and the students themselves. Tables and figures are inlcuded of study results. (Author/JD)

ED 235 236 TM 830 663

Thompson, Bruce; Miller, Leslie A.
Differences and Similarities in Administrators' and Evaluators' Perceptions of Evaluation.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Evaluation Utilization; *Evaluators; Factor Analysis; *Models; *Program Evaluation; Q Methodology; *Role Perception
IDENTIFIERS- Evaluator Credibility; Meltsner (A J)

There has been much literature on the effectiveness of program evaluation. Many feel evaluation has lost its justification; others are more optimistic and feel evaluation can make a difference if the use levels are viewed realistically. Administrators must not regard program evaluation as merely complying with various agency requirements or representing a one-to-one matching between input and output where instrumentality is obvious. Because the evaluator's credibility and positive relationship with his client are critical to the use of evaluative information, Meltsner (1976) developed a specific model for conceptualizing the evaluator's role. The purpose of this study was to employ Meltsner's model to explore administrators' and evaluators' perceptions of evaluation. Eighteen evaluators and 13 administrators from a large urban school system responded to 43 items which were grouped into clusters through factor analysis. Findings indicated the mental paradigms of evaluators and administrators were very different. More research is needed in other settings to validate findings of this study. To facilitate evaluation use, exploration of interpersonal factors is recommended. (HFG)

ED 235 252 UD 022 908

Odden, Allan
Schools Can Improve: Local Strategies Need State Backing.
PUB DATE: 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Basic Skills; *Change Strategies; Educational Environment; *Educational Improvement; *Educational Quality; Educational Research; Elementary Secondary Education; *Government School Relationship; Guidelines; Literature Reviews; Principals; *School Effectiveness; State School District Relationship; Superintendents
IDENTIFIERS- PF Project

Schools can change and become more effective in teaching the basic skills to all students, and states can help them. After 15 years of studying change in local school districts, researchers have identified a number of promising strategies for managing schools, training staff, providing technical assistance and developing new materials. Some of the findings show: (1) the school must be the focal point for planning, organizing, and carrying out an improvement program; (2) the principal is a key figure and must have teacher commitment and central office support; and (3) technical assistance from state agencies and consultants outside the district can be very helpful. A list of things to do to improve schools is provided for state leaders, superintendents, and principals. (JW)

ED 235 267 UD 023 117

Carter, Bessie; And Others
Health Education Curriculum Guide. Elementary School. Grade 2.
Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adjustment (to Environment); Alcohol Education; Curriculum Guides; Drug Education; Emotional Development; *Environmental Education; Family Health; *Grade 2; *Health Education; *Human Body; Lesson Plans; Nutrition; Physical Development; Primary Education; Social Development
IDENTIFIERS- Duval County School Board FL

This health education guide for teaching second graders in the Duval County Public Schools (Jacksonville, Florida) follows the comprehensive program for K-12 that aims to help students gain an intelligent understanding of health as a unity of physical, mental, and social well-being. Two primary ideas are dealt with in this guide: (1) the body has a basic structure and function; and (2) development in individuals may be altered by factors in the environment. Detailed lesson plans include concepts/skills to be mastered, test references, estimated teaching times, objectives, instructional materials, teaching procedures, evaluation procedures, and enrichment and reinforcement activities. (CMG)

ED 235 005 SE 043 173

Linkage between Graduate Medical Education Training Practice Profiles in Psychiatry, Obstetrics/Gynecology, and Family Practice. Appendices.

SysteMetrics, Inc., Santa Barbara, CA.

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville Md. Office of Graduate Medical Education.

REPORT NO.- HRP-0904664

PUB DATE- 26 Aug 83

CONTRACT- HRA-232-81-0042

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Comparative Analysis; *Family Practice (Medicine); *Graduate Medical Education; *Gynecology; Higher Education; *Medical Services; *Obstetrics; Physicians; *Psychiatry; Research Methodology

Provided are appendices for a study which examined the relationship between graduate medical education (GME) and practice profiles in three specialties: family practice, psychiatry, and obstetrics/gynecology. Appendix A includes materials related to methodology of the study. Appendices B-D include supplementary materials for family practice, psychiatry, and obstetrics/gynecology findings respectively. These materials include: (1) Accreditation Council for Graduate Medical Education (ACGME) forms; (2) sample pages from the University of Southern California (USC) practice profile log diary; and (3) Graduate Medical Education National Advisory Committee (GMENAC) data. (JN)

ED 235 019 SE 043 273

Stead, Keith; And Others
Focus on Attitudes. Learning in Science Project. Working Paper No. 9.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Attitude Change; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Science Interests; Scientific Attitudes; *Secondary School Science; Sex Differences; *Student Attitudes; Student Characteristics
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to student attitudes. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Issues and problems addressed by the comments/observations focus on: (1) use(s) of the term "attitudes," differentiating between attitudes to science, interest in science, and scientific habits; (2) students' attitudes toward and interest in science, considering male/female, ethnic, and age-related differences; (3) development of positive attitudes and interests, indicating that two important factors in this development are providing successful experiences for students and teacher enthusiasm/interests; and (4) the relationship between development of scientific habits and teachers' interests in and attitudes toward science. Major points are highlighted in a final summary section. (JN)

library and special interest; and teacher-produced materials. Each entry includes: entry number, title, date, author(s), publisher, address, and annotation. Each annotation includes: key words for curriculum area and application; descriptive paragraph; number of pages or approximate time to complete work; who will use the item; and price range. A suggested K-12 spiral curriculum for science is also included in an appendix. (JN)

ED 235 032 SE 043 325

Pupils' Projects from Zambia. Third World Science. A Collection of Third Form Science Projects from Lubushi Seminary, Kasama, Zambia as Written and Drawn by the Pupils Themselves.

University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.

PUB DATE- Jan 83

AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Agriculture; Alcoholic Beverages; *Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Housing; Intermediate Grades; Manufacturing; Medicine; Metallurgy; Musical Instruments; Science Education; *Science Projects; Secondary Education; *Secondary School Science; *Student Projects

IDENTIFIERS- *Third World Science Project; United Kingdom; *Zambia

The Third World Science Project (TWSP) is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless facination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. Provided are 18 science projects completed by students at the Lubushi Seminary (Northern Zambia) for use in TWSP units as well as to illustrate personal ideas about science in action. Projects include: chiteme (shifting cultivation); fishing in Lake Bangwelu; making Nshima (meal) from bananas; oil-making from castor seeds; Kanchine brewing; making a bark bag "ulupu"; making salt from mud and salt; Cibwa salt production; making fire by friction; bellows making; charcoal burning; iron smelting; constructing a mumamba (Bemba musical instrument); constructing a sekese (instrument to produce sound); drum making; constructing a model of a traditional African house; and a discussion of African medicine. A brief description of Lubushi Seminary, its science department, and science requirements is included. (JN)

ED 235 045 SE 043 338

Jones, Natalie; Hughes, Wyn
Salt. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; *Developing Nations; Dietetics; Elementary School Science; Foreign Countries; Intermediate Grades; *Manufacturing; *Natural Resources; *Science Activities; Science Education; Secondary Education; *Secondary School Science; Solar Energy; Water
IDENTIFIERS- *Salts; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with a brief consideration of the importance of salt in the diet and extraction of salt from mines/seawater. Additional topic areas considered include: salt produced from swamps at Nala (Tanzania), focusing on ingenuity of villagers in providing a living without money to buy commercial table salt; salt extraction from plants (including papyrus) by burning dried leaves; Cibwa salt production in Northern Zambia (presented as a student science project); salt production in the highlands of Papua New Guinea; use of wood to absorb salt from dilute solutions; and salt production in the Turks/Caicos islands; and procedures used to obtain salt from sea water at salt works located near Guerande in Brittany. (JN)

ED 235 059 SO 014 831

Prince Edward Island. Reference Series No. 33.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0G2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; American Indians; Area Studies; Climate; *Cultural Background; Demography; *Economic Development; Elementary Secondary Education; Energy Conservation; Foreign Countries; Geographic Location; *Geographic Regions; Industry; Land Settlement; *Natural Resources; North American History; Physical Geography
IDENTIFIERS- Aquaculture; Canadian Studies; Micmac (Tribe); PF Project; *Prince Edward Island

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Prince Edward Island and is suitable for teacher reference or student reading. Separate sections discuss geography, climate, history, early trade, development, agriculture, the potato industry, forests, fisheries, aquaculture, industry, tourism, energy, the arts, and the people. Specific topics include the great potential of the land for agricultural use, the early arrival of Europeans and Micmac Indians, and the colonization and early government of the island. The economic importance of agriculture, fisheries, local manufacturing, shipbuilding, and fox-farming is emphasized. Canada's first comprehensive development plan is briefly discussed with additional emphasis on the island's agriculture, potato industry, sawmills, lobster fishing, and oyster cultivation. Manufacturing and tourism are seen as increasingly important to the island, as is the recent initiative to develop new energy resources and actively promote energy conservation projects. The Charlottetown Confederation Centre of the Arts is seen as a major attraction to national and international artists. The final section describes the ancestral origins of the population and the determination by the islanders to protect their heritage. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

ED 235 088 SO 015 012

Preda, Michael A.; Hudspeth, Ernest M., Jr.

International Cooperation in Energy Policy: Impacts on Development in Third World Nations.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperative Planning; *Depleted Resources; Developed Nations; *Developing Nations; *Energy; Energy Conservation; International Organizations; *International Programs; International Relations; Nuclear Energy; Power Technology; Solar Energy; Technical Assistance; Wind Energy
IDENTIFIERS- Appropriate Technology; Biofuels; Energy Consumption; Energy Crisis; Energy Development; *Energy Policy; Energy Sources; *International Cooperation; Photovoltaic Systems; Renewable Energy Resources; United Nations

Arranged into four parts, the paper discusses the importance of international and institutional cooperation and the appropriate use of technology in the search for new and renewable energy sources. The first part of the paper discusses the inevitable depletion of the world's oil supply, the increasing interdependency of nations, the implications of a transition from oil to other energy forms, the importance of preventing ecological imbalances, and the need for global cooperation in implementing sound energy policies. The second part of the paper deals with four international institutions that promote cooperation in energy planning. The objectives of the 1981 United Nations Conference on New and Renewable Sources of Energy are detailed and the basic goals of the Nairobi Plan of Action are listed. The third part suggests that the answer to energy needs is appropriate technology. Further, it is suggested that a combination of traditional and modern technologies seems to be a viable energy option in developing nations. Discussed is wind energy, biogasification, forestry conservation, solar power, and nuclear energy. In part 4, the paper concludes that improvements in the energy output and efficiency of third world nations can occur through a willingness by developed nations to provide assistance, and presents two basic viewpoints regarding international cooperation and aid to the third world. In addition, two tables presenting energy cooperation projects of 22 organizations in the United Nations System are provided. (LH)

ED 235 117 SP 022 909

Malina, Robert M.
Cultural Pluralism, Physical Activity, and Youth Sports.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Athletics; *Cultural Pluralism; Ethnic Groups; Foreign Countries; Lifetime Sports; *Parent Attitudes; Peer Influence; Physical Activities; Physical Activity Level; Physical Development; Racial Differences; *Socialization; Socioeconomic Status; *Student Attitudes

Literature and studies on the influence and scope of youth sports were surveyed with particular attention to selected issues or aspects related to cultural pluralism in North America. An exploration was made of attitudes toward participation in youth sports, which were influenced by ethnic and socioeconomic backgrounds of parents and children. Literature on sport socialization is limited to a large extent to the elite athlete, although socialization is also of significance to youngsters who participate in sports in a casual manner and for recreation. The effects of physical differences between children of different races, as well as the influences of peers, were cited in some of the reviewed studies that examined the longitudinal effects of early exposure to sports activities. A discussion is offered on the differences in attitudes toward sport held in North American and some Eastern European countries, including the Soviet Union and East Germany. (JD)

ED 235 153 SP 023 069

Farmer, Gerald J.; Flippo, Rona F.
Study Guide for TCT in Music.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; Listening Skills; *Music Education; *Music Teachers; Music Techniques; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed to assist persons preparing for the Georgia Teacher Certification Test (TCT) in music. It is intended for use by individuals who have completed, or are in the final stages of completing, course work for music certification. A list is presented of books, journals, programmed texts, and audio programs that are matched to the total set of objectives for each subarea of the TCT in music. A second list focuses on "Low Correct Response" objectives, identified as those with which past examinees have had particular problems. Areas covered include: (1) basic definitions and musical symbols; (2) performance media and analysis from a score; (3) musical periods, styles, and composers; (4) knowledge, skills, and personal attributes necessary for various musical careers; (5) aural perception; and (6) aural recognition of traditional musical styles. (JD)

ED 235 187 TM 830 564

Leinhardt, Gaea
Student Cognitions during Instruction. Draft.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Observation Techniques; *Cognitive Processes; Data Analysis; Elementary Secondary Education; Interviews; *Perception; *Schemata (Cognition); *Student Characteristics; *Teacher Effectiveness; Videotape Recordings

This report is a pilot effort to understand how knowledge information is effectively imparted in a classroom. The work is built on a study of the cognitions of effective teaching. Expert teachers were identified by monitoring the gain scores of students in classrooms over a 5-year period. All teachers were interviewed, observed, and videotaped over a 3-month period. The collected data were analyzed by first developing basic activity structures for each teacher, then analyzing each lesson on which notes, direct observation or videotapes were made, and building an activity structure analysis. The substantive topics covered are: student perceptions of class structure and organization, student-teacher perception of in-class actions and events, and student growth in competence as well as performance. The methodological results deal with the improvements needed in the mechanism by which relevant data can be gathered and interpreted. These results indicate two areas for improvement: test construction and analysis. Testing can be improved by adding items that are drawn more directly from textbooks and from teacher presentation examples. Analysis can be improved by a closer fit to instruction. Data can be analyzed for points of instructional confusion and mapped onto weaknesses in student performance. (PN)

ED 235 221 TM 830 641

Overview of Validity Generalization for the U. S. Employment Service.
North Carolina Employment Security Commission, Raleigh.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- USES-TRR-43
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Tests; Job Performance; Personnel Evaluation; Personnel Management; *Personnel Selection; Pilot Projects; *Predictive Measurement; *Test Use; *Test Validity; Vocational Aptitude
IDENTIFIERS- *General Aptitude Test Battery; *Validity Generalization; Validity Research

The United States Employment Service is now able to expand the General Aptitude Test Battery (GATB) coverage from approximately 400 jobs to all candidates for every job in the Dictionary of Occupational Titles (over 12,000 occupations). In addition, employers can now receive more useful feedback on applicants. Instead of reporting whether a candidate scored high, medium, or low on a test battery, Employment Service offices can refer candidates on a top-down percentile ranking basis, which permits employers to select applicants with greater productive potential. This saves time and money, and makes it possible for the Employment Service to refer those candidates most capable of performing well in the job. It also makes the GATB, which is the most valid predictor of job performance, the primary decision maker rather than other procedures such as the interview, evaluations of training and experience, and the like, which typically have substantially less validity. It is also designed to increase the representation of high ability minority group members faster than alternative methods of selection. A pilot project has demonstrated that the progressive aspects of validity generalization represent exactly the kind of management assistance many employers want from the Employment Service. (PN)

ED 235 285 UD 023 135

Essential Laboratory Activities Guide. Secondary Science.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biological Sciences; Biology; Chemistry; Earth Science; Ecology; Laboratory Equipment; *Laboratory Experiments; *Laboratory Safety; Marine Biology; Marine Education; Physical Sciences; Physics; Science Curriculum; *Science Education; Science Instruction; *Science Laboratories; Secondary Education; *Secondary School Science; Skill Development; Student Research; Zoology
IDENTIFIERS- Duval County School Board FL

This teacher's guide was developed for use in junior and senior high schools in Duval County, Jacksonville, Florida, for the purpose of identifying those secondary science laboratory experiences which are essential to the development of science content knowledge and competency in handling science laboratory equipment and consumables. The guide begins with a discussion of safety in the laboratory, and includes a copy of a student safety contract which is to be completed by each student and kept on file by the teacher. This section is followed by lists of laboratory equipment, county-adopted texts, and laboratory activity keys for all Anatomy and Physiology, Biology, Chemistry, Earth Science, Ecology, Life Science, Marine Biology, Marine Science, Physical Science, Physics, Science Survey, and Zoology courses. (CMG)

ED 234 991 SE 043 156

Hurry, Lynn Boyd
Directions in Environmental Education and Their Implication for the Training of Primary School Teachers in the Transvaal: Towards a Synthesis.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTIONS- Educational Trends; Elementary Education; *Environmental Education; Foreign Countries; Higher Education; *Models; Program Effectiveness; *Program Improvement; Teacher Certification; Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Environmental Education Research; *Environmental Literacy; *South Africa (Transvaal)

This study identifies worldwide trends in environmental education (EE), and in light of these trends, suggests ways of improving EE training of primary school teachers. The study begins with a discussion of EE definitions, providing a South African definition and including a list of guiding principles for effective EE at schools/universities. The term "environmental literacy" is introduced, which describes individuals who have environmental knowledge, and whose attitudes, values, and behavior patterns reflect concern for the environment. Expressing the view that all primary teachers should be trained in EE, a training model for these teachers is proposed. The model focuses on developing environmental literacy and the didactics of effective EE (teacher-training). Eighteen key elements are identified as important for such teacher education, 8 related to learning-and-responding training and 10 related to teacher-training. These elements are used to assess four Bachelor of Primary Education (BPE) programs in the Transvaal. Although little stands in the way of universities in developing effective EE programs, the study identifies a number of problem areas in EE and concludes that none of the universities has environmental literacy as a basic aim of its BPE programs. Recommendations to these universities on possible improvements to these programs are included. (JN)

ED 235 006 SE 043 174

Choices for Science. Symposium Proceedings. Bunting Institute Working Paper.
Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.
PUB DATE- 11 Apr 80
AVAILABLE FROM- Mary Ingraham Bunting Institute of Radcliffe College, 3 James Street, Cambridge, MA 02138 ($3.50).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- College Mathematics; College Science; Dna; *Engineering; Engineers; Ethics; *Females; Higher Education; Mathematics; Nuclear Energy; *Physical Sciences; *Science Careers; Science Education; Scientific Research; Scientists; *Social Problems; Technology
IDENTIFIERS- *Clinical Trials; Nuclear Weapons; *Objectivity; Science and Society

These proceedings result from a symposium designed to provide a forum for the consideration of major social issues confronting science today. Participants (including scientists at different stages of career development from undergraduate concentrator to Nobel laureate) discussed issues related to the scientist's responsibilities as scientist and citizen, the nature and limitation of objectivity, and the inclusion of women as well as men in the world of science tomorrow. The papers presented at the symposium and included in this document are: (1) "Meritocracy and Marginality: Women in Science Today and Tomorrow" (Jonathan R. Cole); (2) "Status of Women in the Physical Sciences, Mathematics and Engineering" (Rhonda Hughes); (3) "Critical Filters in Science Careers" (Bonnie Spanier); (4) "Objectivity in Clinical Trials" (Sonja M. McKinlay); and (5) "The Cult of Objectivity in the Physical Sciences" (Jill C. Bonner). Also included is a report, "Ethical Choices for Science Panel," a summary of panel discussions which centered on Everett Mendelsohn's discussion of "Nuclear Energy, Weapons, and Scientists" and Miriam Schweber's report on "Ethics and DNA Research." These discussions focused on the dichotomy that exists between the acquisition of scientific knowledge and its subsequent application. (JN)

ED 235 075 SO 014 909

Sa'adeh, Jawdat A.
What Are the Major Aspects of Jordan's Economy? (A Learning Activity Package).
Yarmouk Univ., Irbid (Jordan). Dept. of Education.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agriculture; *Arabs; Comparative Education; *Economics Education; Educational Needs; Educational Objectives; Evaluation Methods; Foreign Countries; Industry; International Trade; Learning Activities; *Learning Modules; Middle Eastern Studies; Secondary Education
IDENTIFIERS- *Jordan

Arguing that learning activity packages (LAPs) should be implemented in the Arab world schools, the author discusses why LAPs are important, examines their components, and, in the bulk of the document, provides an example of a learning package dealing with the economy of Jordan. LAPs are important because they provide options for student learning styles, provide for genuine interaction between teacher and student, encourage the development of student responsibility, are applicable to all areas of the curriculum, and make teaching more enjoyable. The components of an LAP are: cover, introduction, objectives, pre-assessment exercises, body of the package, self-check exercises, post-assessment exercises, quest (follow-up activities), and a bibliography of sources used in developing the package. In the sample LAP provided, students learn about the effectiveness of agriculture and animal husbandry and the importance of industry and trade in the economy of Jordan. The activities are many and varied and involve students in reading and discussing books and journal articles, viewing films, taking field trips, participating in debates, doing library research, and writing essays. (RM)

Survey of Teacher Education: Perceptions of Methods for Improvement.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-225b
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Admission Criteria; *Curriculum Development; Graduation Requirements; Higher Education; Institutional Characteristics; Preservice Teacher Education; Program Implementation; *Program Improvement; *Program Length; *Schools of Education; *Teacher Education Programs

This survey was requested by the National Commission on Excellence in Education to provide input from schools, colleges, and departments of education (SCDE's) on improving the quality of teacher education. Survey questions sought information on preferences for recommendations to make curriculum more rigorous, raise entrance criteria, and extend programs beyond four years. Information was also sought on recommendations that had been implemented. Questionnaires were sent to 432 representative institutions with a response rate of 92 percent. Types of institutions included public and private SCDE's offering doctoral, comprehensive, general baccalaureate, or specialized programs. About one-half of the department heads highly preferred making curriculum more rigorous and raising admission standards as methods of raising the quality of teacher education. High implementation of these recommendations was indicated. Little support was given to the recommendation that programs should be extended beyond four years. This report provides descriptions of the characteristics of the surveyed institutions and their programs, and a brief analysis of findings. Survey data is presented in tabular format and a copy of the questionnaire is included. (JD)

ED 235 171 SP 023 095

Tipper, Margaret O.
How It Happened: An Analysis of Curriculum in an Internship Site.
PUB DATE- 23 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Curriculum Development; *Employer Attitudes; Experiential Learning; High Schools; *High School Students; *Internship Programs; Interpersonal Relationship; *Learning Experience; *Nontraditional Education; Program Evaluation; School Business Relationship; Student Attitudes

An intensive case study was conducted of one high school student's internship in an effort to determine the organizing principles that created the internship curriculum. A junior in the School for Extended Learning received high school credit for serving an internship at the Community Video Center (CVC), a non profit organization offering video instruction and services to the community. Data was gathered through observation of the student's activities and interviews with the school and site supervisors. The formal curricular document for the experience was a Learning Experience Activity Package, drawn up prior to the internship, by the school supervisor after interviewing CVC staff. It was observed, however, that the student's activities were governed not by the package but by the organization's needs and by what the intern was deemed able to do with minimal risk to the functioning of CVC. The student was usually given tasks that required minimal supervision, assistance, or responsibility. Factors that shaped internship action were mainly internal to the functioning of CVC and the formal curriculum package was rarely used. In analyzing the experience, it was noted that, while the ongoing needs of the workplace were paramount in forming the curriculum the student actually followed, ample learning opportunities were available to the student. (JD)

ED 235 204 TM 830 617

Koch, William R.
The Analysis of Dichotomous Test Data Using Nonmetric Multidimensional Scaling.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; *Cluster Analysis; *Latent Trait Theory; *Multidimensional Scaling; Multiple Choice Tests; *Research Methodology; *Test Items
IDENTIFIERS- *Facet Analysis

The technique of nonmetric multidimensional scaling (MDS) was applied to real item response data obtained from a multiple-choice achievement test of unknown dimensionality. The goal was to classify the 50 items into the various subtests from which they were drawn originally, the latter being unknown to the investigator. Issues addressed in the research included dimensionality, choice of item proximity measures, and appropriateness of the MDS model for analyzing dichotomous item response data. Three coefficients were chosen to form proximity matrices that reflected the associations of each item with each of the other items. These matrices then served as input to both the ALSCAL and MINISSA computer programs for MDS analysis. A three dimensional solution was found to be optimal, based on stress, the multiple correlation coefficient, and coefficient of alienation values. Both cluster analysis and regional (facet theory) analysis of the spatial configuration were used to interpret the results. (Author)

ED 235 237 TM 830 664

Green, Donald Ross

Content Validity of Standardized Achievement Tests and Test Curriculum Overlap.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Achievement Tests; Curriculum; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Standardized Tests; Test Construction; *Testing Problems; *Test Validity
IDENTIFIERS- *Test Curriculum Overlap

Discussions of "test curriculum overlap" that focus on the term "mismatch" tend to be based on several untenable premises. This paper addresses the issue of the degree to which standardized tests should reflect the specific content of a given school curriculum with regard to three points: (1) The idea of matching the content of standardized tests to school curriculum is based on the misperception that a specific standard curriculum can be defined. There can be great variability between schools and even within the same school. (2) Content validity is relative to the purpose for which the data are used. The content specifications appropriate for a teacher-made test designed to assess immediate outcome of instruction are not appropriate for standardized tests designed to assess year-to-year progress and to establish unambiguous norms. (3) To serve the purposes of curriculum planning and evaluation, the procedures used by publishers to establish content validity must provide coherence and continuity over a range of grades. The content must be a composite of material related to common threads and principles inherent in subject fields. (Author)

ED 235 253 UD 022 909

Apker, Wesley L.
Upgrading School Quality.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Role; *Change Strategies; Community Involvement; *Educational Improvement; Educational Objectives; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Opinion Papers; *Participative Decision Making; School Community Relationship; Teacher Participation
IDENTIFIERS- PF Project

In order for education to improve, it must undergo change implemented by teachers and administrators; directives from governing bodies will not accomplish much. The process for change could be based on the Japanese management model of redefining the corporate mission every few years with input from the employees. Schools need to listen to the educational expectations of their community and design their programs around those expectations. Performance and program evaluation could also be based on the Japanese model in which feedback is given by both the group and the supervisor. Such changes will take time and need to be carried out in an atmosphere where employees feel secure in trying new things. (DC)

ED 235 268 UD 023 118

Carter, Bessie; And Others
Health Education Curriculum Guide. Elementary School. Grade 4.
Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Alcohol Education; Citizen Participation; Community Action; Consumer Education; Curriculum Guides; Drug Education;

Emotional Development; Environmental Influences; *Grade 4; *Health Education; Human Body; Intermediate Grades; Lesson Plans; Nutrition; Physical Development; Social Development
IDENTIFIERS- Duval County School Board FL

This fourth grade curriculum guide for health education follows the Duval County Public Schools (Jacksonville, Florida) comprehensive program for K-12 that aims to help students gain an intelligent understanding of health as a unity of physical, mental, and social well-being. The guide deals with three primary ideas: (1) the human body has a basic structure and function; (2) development in individuals may be altered by factors in the environment; and (3) the quality of human health may be improved by the cooperative efforts of men and women. Each lesson plan includes concepts/skills (to be taught), test references, estimated teaching time, objectives, instructional materials, teaching procedures, evaluation procedures, and enrichment and reinforcement activities. (CMG)

Osborne, Roger; And Others
Focus on Classrooms. Learning in Science Project. Working Paper No. 10.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Class Organization; *Classroom Environment; Classroom Techniques; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Individualized Instruction; Interviews; Learning; Science Education; *Science Instruction; Science Laboratories; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to classroom environment. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations are presented and discussed as they relate to three major issues: (1) where science is taught, focusing on classrooms and laboratories; (2) to whom science is taught, focusing on how students are grouped in classes; and (3) how the learning environment is organized, focusing on problems of classroom management and individualized instruction. One conclusion stated in the document is that a good learning environment is not dependent solely on the teachers, learners, classroom, or instructional strategy, but is a result of the milieu created by all of these factors. (JN)

Jones, Natalie; Hughes, Wyn
Soap. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Botany; *Chemistry; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; Laboratory Procedures; *Manufacturing; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Technology
IDENTIFIERS- *Soaps; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with a brief history of soap-making in Britain and the small-scale preparation of soap in Third World countries using local knowledge, skills, and materials. This is followed by: (1) experiments related to soap-making practices by Ghanian villagers and the chemistry of banana ashes; (2) discussions of applying science to industry in Ghana soap-making (considering acids/bases/salts, sodium/potassium soaps, caustic soda manufacturing, and electrolysis of brine) and the general theory of soap-making (focusing on raw materials, equipment, soap manufacturing processes, and packaging); and (3) a brief description of how palm-oil can be obtained from the pericarp of the oil-palm fruit and its use in village soap industry. (JN)

ED 235 060   SO 014 832

Newfoundland. Reference Series No. 34.

Department of External Affairs, Ottawa (Ontario).

PUB DATE- 82

AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Area Studies; Climate; *Cultural Background; Demography; *Economic Development; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; Industry; Land Settlement; *Natural Resources; North American History; Physical Geography; Recreational Facilities

IDENTIFIERS- Canadian Studies; *Newfoundland; PF Ppoject

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Newfoundland and is suitable for teacher reference or student reading. Separate sections discuss geography and climate, history, economy, population and settlement, arts and culture, leisure and recreation, and heritage. Specific topics include the province's topography, vegetation, physical settings, early colonization, and economic and political development. The importance of the country's newsprint mills, mineral wealth, hydroelectric power, and rich fishing industry is emphasized. The patterns of settlement around these industries are also described, with emphasis on the cultural preservation of old traditions like telling ballads, mummering, story-telling, and outport dancing. The region is described as a major attraction for outdoor enthusiasts with its parks, fishing villages, varied scenery, and numerous lakes. The final section describes the mounting pressure for growth and change in Newfoundland concurrent with an ongoing battle for heritage conservation. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

ED 235 103 SO 015 037

Kerber, Linda K.

The Impact of Women on American Education.
American Univ., Washington, DC. Non-Sexist Teacher Education Project.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Blacks; Colonial History (United States); Educational Change; Educational Policy; Elementary Secondary Education; *Females; Feminism; Higher Education; Kindergarten; Minority Groups; *Preservice Teacher Education; Private Schools; Progressive Education; *Public Education; Racial Integration; Sex Bias; Sex Discrimination; Sex Fairness; *Sex Role; *Social History; Teacher Associations; Teacher Salaries; Unions; Units of Study; Vocational Education

Intended for use in preservice teacher education programs, this unit provides an overview of the role that women have played as educators. The publication is designed to help future teachers become knowledgeable about issues of sexism and skilled in approaches to alleviating this problem in schools. The sections are chronological. Section 1, "Colonial Women as Educators, 1600-1776," examines early private schools and differences in educating females and males. Section 2, "Educating Citizens for the Republic, 1776-1860," discusses the development of mass education, the growth of the female seminary, the role of women in teaching, women's rights, and educating black children in antebellum America. The third section, "The Reshaping of Mass Public Education, 1865-1900," deals with the feminization of teaching, vocational education, women's access to higher education, the social settlement house, and the rise of the kindergarten. In section 4, "Teaching as a Career in the Twentieth Century, 1900-1960," teachers' organizations, progressive education, new opportunities for black women and racial integration of public schools are discussed. The fifth section, "Toward Non-Sexist Schools, 1960-1980," deals with sex discrimination in teaching and changes in educational policy. Section 6 contains a brief summary. Discussion questions and related activities are provided at the conclusion of the publication. Ninety-seven references are included. (RM)

ED 235 118 SP 022 941

Field Experience Guidelines for University Students and Faculty and Public School Teachers and Administrators.

Samford Univ., Birmingham, AL. School of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cooperating Teachers; Educational Policy; Experiential Learning; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Principals; Student Evaluation; *Student Teachers; *Student Teacher Supervisors; *Superintendents; Teacher Aides; Teacher Educators; Teacher Role; Teaching Experience
IDENTIFIERS- *Samford University AL

These guidelines describe the role and duties of all participants in field experience programs for prospective teachers at Samford University (Birmingham, Alabama). Requirements for entry, retention, and exit from the program are described, and policies regarding the placement of students in local schools are listed. Outlines are presented of what is expected of individuals in the roles of: (1) superintendent; (2) school principal; (3) student aide; (4) support teacher; (5) introductory education course professor; (6) student teacher; (7) education course professor; (8) student observer; (9) cooperating teacher; and (10) university supervisor. Appended are suggestions to support teachers for activities appropriate for teacher aides, and sample evaluation forms for all personnel in supervisory roles. (JD)

ED 235 154 SP 023 070

Diehl, John A.; Flippo, Rona F.
Study Guide for TCT for Reading Specialist.

Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; *Reading Instruction; *Reading Teachers; Resource Teachers; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) for reading specialists. Content objectives are stated for the areas of: (1) language development and reading readiness; (2) reading skills; (3) developmental reading instruction; (4) student assessment; (5) reading disabilities; and (6) program management. A reference list keyed to each of these content objectives is provided. (JD)

ED 235 286 UD 023 137

Scott, J. Mark; Dawkins, Barbara R.

Teachers' Guide to Music Appreciation I and II in the Junior High School. Course Outlines.

Duval County Schools, Jacksonville, Fla.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; *Course Descriptions; Curriculum Guides; Junior High Schools; Language Arts; Music; *Music Appreciation; *Music Education; Sciences; Visual Arts

Developed for use in the junior high schools of Duval County, Jacksonvile, Florida, this is a teachers' guide to music appreciation courses. Music Appreciation I examines America's musical heritage and emphasizes music's relationship to science, social studies, and language arts. The course provides study of the scientific fundamentals of sound, ethnic cultures in America, the evolution of American music, the history of American musical theater, and career opportunities in music. Music Appreciation II examines European culture and emphasizes music's relationship to the visual arts, social studies, science, and language arts. The course provides study of the basic elements of music, the major historical periods, and the development of electronic music. For each course, the following are provided: (1) a list of necessary textbooks; (2) a course outline; (3) a detailed listed of performance objectives; and (4) a key to recommended instructional materials. (CMG)

ED 235 033 SE 043 326

Jones, Natalie; Hughes, Wyn

Carrying Loads on Heads. Third World Science.

University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; Cultural Traits; *Developing Nations; Elementary School Science; *Females; Foreign Countries; Intermediate Grades; Quality of Life; *Rural Areas; Science Activities; Science Education; Secondary Education; *Secondary School Science; Sex Differences; Units of Study; *Water Resources
IDENTIFIERS- *Africa; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The major focus of the unit is on obtaining water from water supplies located in rural areas, and on carrying it in a pot or on the head to houses/fields long distances from the source. Activities designed to demonstrate collecting water from deep wells and on carrying water by hand or on the head are included. Also included is a story ("My Husband, My Master") about a mother in Tanzania (East Africa). The story, presented to illustrate what it is like being a women living in poor conditions, includes comments on fetching water, a task reserved for women in the village of Mainune. (JN)

ED 235 076 SO 014 959

Wheeler, George
A Weekend Drive: Source for an Interdisciplinary Teaching Unit.
PUB DATE- 1 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Arithmetic; Art Education; *Curriculum Development; Elementary Education; *Geographic Regions; *Interdisciplinary Approach; Language Arts; Learning Activities; Local History; Mathematics Curriculum; Models; *Relevance (Education); Science Instruction; Skill Development; Social Studies; *Units of Study
IDENTIFIERS- *New Mexico

Ideas for an elementary level interdisciplinary teaching unit which were generated from a drive taken in the plains country of eastern New Mexico are presented. The purpose is to show what could be included in a unit on the immediate environment. In social studies classes, students can read a map of the area of the drive. An interest in history can be created by describing picturesque places visited or the history of some of the small towns. A map of the area traveled through can also be applied to arithmetic. For example, miles per gallon, as well as miles per hour, could be computed between points, or an imaginary tour of the area could include budgeting for food and lodging, plus estimated times of departure and arrival. With regard to art education, artists from the local area can speak to the class or students can visit the exhibits of local artists. Unit teaching and language arts are natural partners. For example, listening skills can be improved as students listen to the teacher and their peers as the unit is discussed. Speaking is also involved as students interact with their fellow classmates and the teacher. In science classes, students can discuss the water cycle of the arid New Mexico region. Windmills, which are in abundance in the Southwest, farming, and fossils found near the small town of Portales are additional topics of interest to science students. The ideas from this unit of study can be adapted to teaching about other parts of the country. A road map of New Mexico and a 17-item reference list are appended. (RM)

Hammersley, Martyn
The Paradigmatic Mentality: A Diagnosis.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; *Educational Sociology; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; Research Methodology; Scientific Methodology; Validity
IDENTIFIERS- Knowledge; *New Sociology of Education; *Paradigm Argument; Sociologists

The major features of the paradigm argument are outlined and the disastrous effect that the paradigmatic mentality has had on the development of the new sociology of education is examined. The paradigm argument states that all knowledge is founded upon epistemological, theoretical, and political assumptions, and that, therefore, knowledge must be regarded as framed within, and relative to, a particular paradigm. What makes the new sociology of education particularly significant is its denial of the claim that sociologists can produce objective knowledge about the world. Because of this view, the discipline has split into competing approaches and divisions. It is in this context that the paradigmatic mentality, a set of attitudes to sociological work deriving from the paradigm argument, has flourished. In practice the paradigm argument encourages intolerance, divides sociological work into different paradigms, and threatens the very possibility of rational debate among representatives of the different approaches. The most common response to work in other paradigms which the argument induces is sheer neglect. Huge tracts of the sociological literature are ignored. The paradigm argument also encourages sociologists to treat their own political and theoretical assumptions as articles of faith, encouraging speculation and the neglect of systematic checking of theories and facts. If the paradigm argument were valid, we might have to live with its consequences. However, there are good reasons for thinking that it is not. A discussion of these reasons concludes the paper. (RM)

ED 235 155 SP 023 071

Mann, Joe W.; Flippo, Rona F.
Study Guide for TCT in School Counseling.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; *School Counseling; *School Counselors; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is intended for use by individuals preparing to take the Georgia Teacher Certification Test (TCT) for school counselors. The content objectives, or competencies, to be demonstrated are: (1) general knowledge of growth and development of the child; (2) knowledge of theories of personality and learning; (3) knowledge of major concepts of theories of individual and group counseling and the tenets of the most widely used counseling techniques; (4) knowledge of regulatory legislation and ethical standards of school counseling; (5) knowledge of theories of career development, strategies of value clarification, the world of work, and uses of leisure; (6) knowledge of the general principles and methods of research, tests, and measurements; and (7) knowledge of sociological class structure and its impact on students, school curriculum, leadership patterns, and principles of sound physical and mental health. Selected references are cited for supplementary reading in each of these competencies. (JD)

ED 235 188 TM 830 571

Franz, Jennifer D.
Community and Staff Surveys Conducted for the Sacramento City Unified School District. Summary Report and Appendices.
Sacramento City Unified School District, Calif.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; Attendance; *Community Surveys; Evaluation Methods; Extracurricular Activities; *Graduation Requirements; High Schools; School Choice; School Districts; *School Surveys; *Secondary School Curriculum
IDENTIFIERS- *Sacramento City Unified School District CA

Community and staff surveys, conducted in 1982, were commissioned by the Sacramento City (CA) Unified School District Board of Education as part of a project designed by the District's five high school principals. This report is limited to a presentation of the survey results. A subsequent report to be developed will present conclusions and any recommendations which the principals deem appropriate on the basis of the survey findings, their knowledge of the District and their professional experience and expertise. This report contains five sections following an introduction: (1) highlights of the findings, which outlines the key responses of community members and staff; (2) summary of the findings, which presents a more in-depth, question-by-question review of community and staff responses; (3) characteristics of the survey samples, which describes the demographic characteristics of the two groups surveyed and, where possible, compares the community survey sample to the total population as portrayed by the 1980 Census; (4) survey methods, which describes the manner in which the surveys were designed and implemented; and (5) survey instruments, which contains copies of the actual questionnaires used with community and staff respondents. Three technical appendices contain detailed information on all aspects of the survey responses. (PN)

ED 235 205 TM 830 618

O'Brien, Francis J., Jr.
A Derivation of the Sample Multiple Correlation Formula for Raw Scores.
National Opinion Research Center, New York, NY.
PUB DATE- 24 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Correlation; Higher Education; Instructional Materials; *Mathematical Formulas; *Scores; *Statistics; *Supplementary Reading Materials
IDENTIFIERS- Linear Models; *Multiple Correlation Formula

This paper, a derivation of the multiple correlation formula for unstandardized (raw) scores, is the fourth in a series of publications. The purpose of these papers is to provide supplementary reading for students of applied statistics. The intended audience is social science graduate and advanced undergraduate students familiar with applied statistics. The minimum background for most of the existing and forthcoming papers is knowledge of applied statistics through rudimentary analysis of variance, and multiple correlation and regression analysis. The unique feature of this set of papers is detailed proofs and derivations of important formulas and derivations which are not readily available in textbooks, journal articles, and other similar sources. Each proof or derivation is presented in a clear, detailed and consistent fashion. When necessary, a review of relevant algebra is provided. Calculus is not used or assumed. This series seeks to address the needs of students to see a full, comprehensible statement of a mathematical argument. (PN)

ED 235 222 TM 830 643

Bart, William M.; Palvia, Rajkumari
Relationships among Test Factor Structure, Test Hierarchical Structure, and Test Inter-Item Dependency Structure.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Factor Structure; *Interaction; *Latent Trait Theory; Mathematical Models; Multivariate Analysis; Statistical Analysis; *Test Items
IDENTIFIERS- *Hierarchical Analysis; Log Linear Models

In previous research, no relationship was found between test factor structure and test hierarchical structure. This study found some correspondence between test factor structure and test inter-item dependency structure, as measured by a log-linear model. There was an inconsistency, however, which warrants further study: more significant two-item interactions were found for the set of items which had been found to be most heterogeneous by latent trait techniques, rather than for the more homogeneous set of items. (Author)

ED 235 238 TM 830 665

Bell-Mick, Lori

Assessment Procedures and Enrollment Patterns of Cuban-Americans, Mexican-Americans, and Puerto Ricans in Special Education and Gifted Programs.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Apr 83
GRANT- G008100031
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Assessment; Educational Needs; Enrollment Trends; Evaluation Methods; *Gifted; *Hispanic Americans; Language Tests; Learning Disabilities; Mild Mental Retardation; Questionnaires; Spanish Speaking; *Special Education; *Student Placement; *Testing Problems

This descriptive study investigated the relationships between frequency of use of selected modifications in the assessment process of the Hispanic student, and subsequent enrollment patterns into special education. A 35 item questionnaire was mailed to 157 administrators of special education in six states. The most frequently used assessment procedure was the administration of language dominance tests, followed by the administration of nonverbal assessments and the use of criterion-referenced measures. Least frequently used were local norms and opportunities for

Hispanic students to increase test-taking skills. While findings revealed Hispanic students to not be over-represented in special education, results showed Hispanic students to be enrolled in programs for the learning disabled in far greater numbers than in programs for the educable mentally retarded. Contingency table analysis and application of chi-square and gamma revealed five variables to be statistically significant. These were: (1) criterion-referenced tests; (2) activities to increase test-taking skills; (3) local norms; (4) pluralistic assessments; and (5) inclusion of an Hispanic on decision-making committees. (Author/PN)

ED 235 254 UD 022 910

Cohen, Michael

Effective Schools: What Research Tells Us.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Educational Environment; *Educational Improvement; *Educational Quality; Educational Research; Elementary Education; Guidelines; Literature Reviews; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- PF Project

The following effective teaching practices identified by recent educational research are discussed: (1) carefully structured, sequenced, and paced instruction; (2) good classroom management; and (3) careful plans and decisions about goals, content, materials, and activities of instruction by teachers. Well-articulated instructional practices and curriculum in every classroom in the school, an overlap between content of instruction and content of tests used to assess student performance, and active instructional leadership by the building principal are discussed as factors in good instructional management. According to research evidence presented, effectiveness in schools also depends upon shared values, norms, and relationships among staff and students. Strong support from the superintendent, district office, and parents is also discussed as an additional factor for effective schools. The need for careful judgment of the findings is pointed out, and consideration of the limitations as well as the strengths in the research is advised. Four limitations are listed. (EM)

ED 235 269 UD 023 119

Davis, Melody; Gray, Polly
Teachers Guide to Law-Related Curriculum in the Fourth Grade.
Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizen Participation; Citizenship Education; Citizenship Responsibility; Curriculum Guides; *Grade 4; Instructional Materials; Intermediate Grades; *Legal Education; Lesson Plans; *Social Studies; Values Education
IDENTIFIERS- Duval County School Board FL

This curriculum guide describes an introduction to law-related education for fourth graders in the Duval County Public Schools in Jacksonville, Florida. Primary goals are described as stimulating competent thinking in children, and developing skills and attitudes that will help children function effectively in decision-making situations. The emphasis of the fourth grade material is on responsibility and citizenship training. The material is meant to be adapted to the existing basic curriculum and is not intended as a separate course of study. Although activities are primarily designed to complement the Social Studies curriculum, many may be used as part of language arts, math, health, and science curricula. The unit components are as follows: (1) major law-related concepts of responsibility, authority, privacy, property, and justice; sample lesson plans; and lists of films related to each concept; (2) law-related activities corresponding to the primary idea in the social studies curriculum for the fourth grade, i.e., that people have power over their own actions and decisions; and (3) reinforcement games and puzzles that can be duplicated. (CMG)

Hurry, Lynn Boyd
Environmental Education in Transvaal Secondary Schools and its Relation to the Teaching of Biology and Geography.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Biology; Conservation Education; Course Descriptions; Course Objectives; *Curriculum Development; *Environmental Education; Foreign Countries; *Geography Instruction; Organizations (Groups); Resource Materials; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teacher Education
IDENTIFIERS- Environmental Education Research; *South Africa (Transvaal)

Various individuals have expressed the opinion that South African school children are insufficiently trained in environmental education. This study is an attempt to assess the situation in secondary schools under the control of the Transvaal Education Department. Special attention is paid to the teaching of biology and geography as vehicles for environmental education. The assessment, made against the background of recent world developments in the theory and practice of environmental education, is based on a review of: (1) secondary school syllabi for biology and geography (aims, objectives, course content); (2) teacher training with special reference to pre-/in-service environmental education; (3) relevant resources (including fieldwork venues and teaching aids), both with regard to suitability and availability; and (4) contributions made by both governmental and non-governmental administrative, advisory, and supplementary organizations. The study concludes that, while the Transvaal Education Department is making a contribution toward the development of environmental education in its secondary schools, there are a number of areas in which improvements could be made. Recommendations are reported under the following headings: frames of reference, aims of school syllabi, content of school syllabi, pre-service teacher training, inservice-teacher training/facilities, resource materials, syllabus/subject committees, government auxiliary services/organizations, and role of non-governmental organizations. (JN)

ED 235 007 SE 043 175

Annual Science Education Conference (9th, Murdoch University, Perth, Western Australia, September 23, 1983).

Western Australia Science Education Association.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Chemical Equilibrium; *Classroom Environment; *Computer Science Education; Conservation (Concept); Ecology; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Inservice Teacher Education; Physics; *Problem Solving; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Teacher Attitudes; Teaching Styles; Time Factors (Learning); Time on Task

IDENTIFIERS- *Australia (Western Australia); Keller Plan; Science Education Research

This proceedings contains the texts of 14 science education research studies which were presented at the 1983 Western Australia Science Education Conference. They include: "Students' Understanding of Chemical Equilibrium: A Report of Research in Progress" (Patrick J. Garnett, Mark W. Hackling); "Measuring the Learning Environment in Elementary and Middle Science Classrooms" (Trevor W. Lacy); "The Effect of Inservice Training on Teacher Attitudes and Primary School Science Classroom Climates--An Interim Report" (Pauline Hutchinson); "Why Teach Science?" (Leonie J. Rennie), focusing on primary school science instruction; "Identifying Characteristics of Primary Science Teaching Styles" (L. N. McKenna); "Time Available for Teaching: A Survey in Four West Australian Schools" (M. C. Crosbie); "Primary Science Today" (John D. Rowe); "How Well Do Standard Piagetian Protocols Assess Aboriginal Children's Conservation Behavior?" (David F. Treagust, Ross Hastie); "Enhancing Student Engagement in Upper Primary and Lower Secondary Science Activities" (Kenneth G. Tobin); "Beyond the Keller Plan" (Phillip Jennings), reviewing application of the Keller scheme in college physics; "John Forrest National Park as an Ecological Study Area" (Bill Foulds, Judy Parsons); "Priorities for Computer Education in W.A." (M. J. O'Loughlin, J. Luca); "Techniques for Formative Evaluation of Science Curricula" (Barry J. Fraser); and "Problem Solving in Physics" (John Deacon), examining problem-solving methods and misconceptions found in student answers on the 1979 W.A. Tertiary Admissions Physics Examination. (JN)

ED 235 119 SP 022 972

Wittenburg, Sandra Lloyd; Johnson, Theodore E.
Curriculum Change: Old Wine in New Bottles.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Conventional Instruction; *Curriculum Development; *Educational Change; *Educational History; *Educational Philosophy; Educational Principles; Educational Theories; Educational Trends; *Foundations of Education; Higher Education; Nontraditional Education; Progressive Education

A survey of the past 100 years of curriculum development in the United States reveals a series of changes in curricular practice and philosophies. This document reviews those trends in curriculum change, according to historical time periods. Discussed in the section covering 1880-1910 are the Herbartian and Romantic philosophies, the Baltimore Plan for Individualized Instruction, John Dewey's Laboratory School, the Gary Plan for Individualized Instruction, and the Social Utility Movement. Trends and practices cited as occurring during 1910-1940 include the Essentialist movement, the Progressive philosophy, Ellsworth Collings' Experimental School, the Dalton and Winnetka Plans for individualizing instruction, Scientism Movement, Reconstructionism, Social Frontierism, Harold Rugg's Bootstrap Curriculum, and the "Building America" textbook series. A discussion of 1950 to the present includes Traditionalism, "Life Adjustment Education," "Discipline Centered Curriculum," Humanism, Educational and Social Criticism, and Reconceptualism. An accompanying chart depicts curricular practices and policies over the last century. (CJ)

ED 235 135 SP 023 051

Teacher Supply and Demand in the Public Schools, 1981-82. NEA Research Memo.
National Education Association, Washington, D.C.

PUB DATE- 83
AVAILABLE FROM- National Education Association Distribution Center, Academic Bldg., West Haven, CT 06516 (Stock No. 3088-5-30, $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTIONS- Educational Trends; Elementary School Teachers; Elementary Secondary Education; Labor Market; Public Schools; Secondary School Teachers; Teacher Effectiveness; *Teacher Employment; Teacher Recruitment; *Teacher Salaries; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation); *Work Environment

This memo contains a comprehensive review of past, present, and likely future conditions related to the supply and demand situation of public school teachers. Primary emphasis is placed on the quantitative rather than the qualitative aspects of the teacher supply and demand picture. Section I summarizes and presents highlights of findings on: (1) supply of qualified teachers; (2) demand for public school teachers; (3) actual demand for new teachers; (4) personnel requirements for achieving minimum quality levels; (5) teacher supply compared to demand; and (6) outlook for teacher supply and demand in the 1980's. Section II contains detailed information, including tables, elaborating on, and pertaining to, the procedures, assumptions, sources, statistics, and limitations involved in developing the findings reported in the memo. Strong evidence is presented that the major key to solving the quantitative and qualitative problems of teacher supply and demand is to improve the attractiveness of teacher salaries and working conditions. (JD)

ED 235 172 SP 023 096

Barnes, Carol P.; Tierney, Dennis S.

California's Problems in Operationalizing the Quest for Quality in Teacher Education.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Standards; *Admission Criteria; *Educational Quality; Education Majors; *Grade Point Average; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Schools of Education; State Surveys
IDENTIFIERS- *California

In an effort to address the problem of developing constructive suggestions for change in teacher education programs, a survey was taken of the member institutions of the California Council on the Education of Teachers, which offered a basic teaching credential. The survey found all institutions used multiple admission criteria; virtually none routinely accepted students whose grade point average (GPA) was less than 2.5; about two-thirds required a personal interview, letters of recommendation, and a writing sample (or passage of the College Level English Placement test), and some work experience with children. There appeared to be no substantive differences in admission criteria among the California State University, the University of California, and their independent colleges, unless the programs operated only at the post-baccalaureate level, when a higher GPA might be required to coincide with admission requirements to a particular graduate school. The use of multiple admission criteria in California institutions parallels the national pattern, with the GPA being the one universal criterion used for admission. In a discussion of this, studies are cited that cast doubt on the heavy reliance on the GPA. Suggestions are made for a more refined process of selecting teacher candidates. (JMK)

ED 235 287 UD 023 138

Scott, J. Mark; Dawkins, Barbara R.
Teachers' Guide to Music Appreciation III A and III B in the Senior High School.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; *Course Descriptions;

Curriculum Guides; High Schools; History; Literature; Music; *Music Appreciation; *Music Education; Visual Arts

This guide to music appreciation courses was developed for use in senior high schools in Duval County, Jacksonville, Florida. Music Appreciation III A examines the development of music, from the Gothic period through the Classical period. Music Appreciation III B examines the development of music from the Romantic period through the 1970s. Emphasis in both courses has been placed on the relationship of music to history, visual arts, and literature. For each course, the following are provided: (1) a list of textbooks; (2) a course outline; (3) a detailed list of performance objectives; and (4) a key to recommended instructional materials. (CMG)

ED 235 021 SE 043 275

Tasker, Ross; And Others
Focus on Written Resources. Learning in Science Project. Working Paper No. 11.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Audiovisual Aids; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Instructional Materials; Interviews; Learning; Resource Materials; Science Education; *Science Instruction; *Science Materials; *Secondary School Science; Teacher Developed Materials; *Teaching Guides; Textbooks
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to written resources. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations are presented and discussed as they relate to materials used by: Form 1 and 2 teachers to guide teaching; Form 1 and 2 students to guide learning; Form 3 and 4 teachers to guide teaching; and Form 3 and 4 students to guide learning. In addition, problems/difficulties with materials at the two levels are compared and contrasted. Included in appendices are additional comments focusing on traditional texts and more recent materials, and on reasons for using audio-visual resources (such as teaching abstract concepts using models and competing with audio-visual influences beyond the school). (JN)

ED 235 034 SE 043 327

Jones, Natalie; Hughes, Wyn
Charcoal. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckinghem Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; *Developing Nations; Elementary School Science; *Foreign Countries; Intermediate Grades; *Manufacturing; Natural Resources; Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Units of Study
IDENTIFIERS- *Charcoal; Sri Lanka; *Third World Science Project; United Kingdom; Zambia

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with an outline of the methods used in Zambia to produce charcoal from skillfully constructed log piles. An extract from the Technology Consulting Centre at Kumasi on charcoal burning follows, as well as a report of charcoal burning in Sri Lanka. A contribution on charcoal burning by a third year pupil of Lubushi Seminary in Zambia is included, together with some experiments on the small-scale preparation of charcoal. Suggested practical work includes collection of volatile vapors and the measurement of temperature porosity of charcoal. (JN)

ED 235 047 SO 014 017

Palmer, Phyllis; Skolnick, Joan

With Babies and Banners: Study/Activity Booklet and Educator's Guide.

Educational TV and Film Center, Washington, DC.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Mar 82
AVAILABLE FROM- New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civics; Documentaries; Economics Education; *Educational Television; Employed Women; *Females; Feminism; Labor Problems; Learning Activities; Mothers; Political Science; Reading Materials; Secondary Education; *Sex Role; Spouses; *Strikes; Teaching Guides; Unions; *United States History; *Womens Studies
IDENTIFIERS- Automobile Workers; General Motors Corporation; *Labor Studies; United Auto Workers

This student booklet and teacher's guide are intended to be used in secondary school classrooms with the award-winning color documentary 16mm film "With Babies and Banners," which records the role that the women of Flint, Michigan, played in the great General Motors sit-down strike of 1937. Calling their organization the Women's Emergency Brigade, working women, wives, mothers, sisters, and sweethearts of the striking auto workers became the spearhead of the 44-day-long battle in which the strikers emerged triumphant, catapulting the new United Auto Workers to national prominence. The study activity booklet, for use by students, contains historical background reading materials and black and white photographs and suggests learning activities and projects. For example, students role play positions of women and men and workers and managers in simulated strike negotiations, investigate past and present work experiences in their community, including modern attitudes toward child care, research historic work songs, and analyze their own work goals. The teacher's guide suggests uses of the curriculum materials in different courses, outlines objectives for each activity,

suggests time allotments, gives directions for implementing the program, and projects possible outcomes. (RM)

The Northwest Territories. Reference Series No. 35.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 81
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0G2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Area Studies; Climate; Conservation (Environment); *Cultural Background; *Economic Development; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; *Government (Administrative Body); *Indigenous Populations; Industry; Land Settlement; North American History; Parks; Physical Geography; Recreational Facilities
IDENTIFIERS- Canadian Government; Canadian Studies; Land Claims; *Northwest Territories; PF Project

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Northwest Territories and is suitable for teacher reference or student reading. Separate sections discuss geography, history and people, land claims, the economy, the government, and recreation and the arts. Specific topics include the expansive size and extreme climate of the Northwest Territories, the early settlement of native peoples and European explorers, and the unique history of law enforcement in the region. Reference is made to the controversial Mackenzie Valley Pipeline Inquiry, which in recent years has raised a variety of issues concerning the rights of the native people in the Northwest Territories. The small scale economy is described as heavily reliant on mineral exploration and a growing communications industry. Industrial development is seen as threatening to the native economy and way of life, which leads to a discussion of the role of the territorial government and its responsibilities to the rights of northerners, conservation of wildlife, and preservation of cultural identity. The final section describes three national parks, traditional forms of northern recreation, and the growing handicraft business in the region. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

Romsa, Gerald; Bondy, Patricia
Accessibility, Housing, Recreational Participation and Retirement Life Satisfaction: Some Preliminary Results. Revised.
Windsor Univ. (Ontario).
SPONS. AGENCY- Canada Mortgage and Housing Corp., Ottawa (Ontario).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Housing; *Leisure Time; *Life Satisfaction; Older Adults; *Quality of Life; Recreational Activities; Residential Patterns; *Retirement; Social Environment; *Social Indicators; Social Science Research; Well Being

The hypothesis of this 1982 study of retirees in the city of Windsor (Canada) is that retired persons with the fewest housing constraints should exhibit a more active leisure behavior pattern and a higher expression of life satisfaction. To obtain the retirees' socioeconomic and demographic profile data, life histories, freetime activity patterns and measures of life satisfaction levels, 120 interviews, stratified by location and housing type, were conducted. Results indicated that both location and dwelling type do appear to be related to quality of retirement. Residents of privately operated apartments were found to be the most active. Respondents from public housing units are less active in most of the leisure categories recorded. The accessibility of retirement housing to recreational opportunities does improve the quality of retirement life. Questions raised by the study which need further analysis include: What crucial dwelling and locational elements enhance real and perceived recreational opportunities? and, Does a change in housing environment influence the level of expectations and, thereby, perceptions of both quality of life and opportunities? (RM)

ED 235 104 SO 015 038

Lockheed, Marlaine E.; And Others
Curriculum and Research for Equity. A Training Manual for Promoting Sex Equity in the Classroom.
East Windsor Regional School District, NJ.; Educational Testing Service, Princeton, N.J.; Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 ($19.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Attitudes; Curriculum Development; *Educational Improvement; Elementary Education; Females; *Inservice Teacher Education; Language Usage; Leadership; *Nondiscriminatory Education; Resource Materials; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Student Behavior; Teacher Attitudes; Teacher Behavior; Teacher Workshops

The Curriculum And Research for Equity (C-A-R-E) program materials are inservice teacher training modules (workshops, curricula, references, and research data) designed to promote educational equity in elementary school classrooms. The training manual is intended to help elementary education professionals identify, assess, and rectify the problem of sex-role stereotyping in the classroom. It contains an instructor's guide and the module materials for six 2-hour workshop sessions. The materials are intended for school administrators, curriculum specialists, and particularly teachers. The series of workshops is designed to be presented once a week for 6 weeks during the regular school year. In the first workshop, participants examine sexism in society and their own personal attitudes. The second workshop continues the consciousness-raising activities by examining language and behavior, looking at the nature and scope of the problem within the school and the classroom. The next three workshops examine three problems in the classroom: sex-role stereotyping, sex segregation, and the absence of female leadership. The sixth workshop is mainly a review session of the entire series. The manual provides the following information for each workshop: introduction; schedule; materials and equipment needed; suggested activities; transparencies for the instructor; and materials for participants. Model curriculum units are given for workshops 3 through 5. (RM)

ED 235 189 TM 830 579

Hathaway, Walter E.

A Report to the Board of Education on Growth in Student Learing during the First Year of Implementation of the District's Policy on Student Achievement: A Comparison of Basic Skills Achievement Scores from 1980-81 to 1981-82.

Portland Public Schools, Oreg.

PUB DATE- 23 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Achievement Gains; *Basic Skills; Educational Objectives; Elementary Secondary Education; Language Usage; Mathematics Achievement; Reading Achievement; *School Districts; Testing Programs; *Test Results
IDENTIFIERS- *Portland School District OR

At the beginning of the 1981-82 school year, the Board of Education of the Portland (OR) Public Schools established a system-wide achievement goal of improved learning in all areas of the curriculum including the basic skills. This report describes the gains made during the first year of implementation of that new achievement policy. Portland's students grew in achievement in each subject and at every grade. The gains represent growth in learning ranging from approximately an additional month to an additional half year in progress through the curriculum for the same investment in instruction. Typically, four out of five schools which were below average in basic skills achievement in 1980-81 at one or more grades showed improvement during the 1981-82 school year. A larger percentage of the class of 1985 than the class of 1984 entered high school already having met the district's basic skills standards for high school graduation. Individualized progress reports are provided to assist parents, students, teachers, principals, program managers, and area and central administrators in monitoring and insuring student achievement growth. (BW)

ED 235 223 TM 830 644

Moreno, Kathleen E.; And Others
Relationship between Corresponding Armed Services Vocational Aptitude Battery (ASVAB) and Computerized Adaptive Testing (CAT) Subtests.
Navy Personnel Research and Development Center, San Diego, Calif.

REPORT NO.- NPRDC-TR-83-27
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Tests; *Computer Assisted Testing; *Correlation; *Factor Analysis; Predictive Measurement; Psychological Testing; Test Items; Test Validity; *Vocational Aptitude
IDENTIFIERS- *Adaptive Testing; Armed Forces Qualification Test; *Armed Services Vocational Aptitude Battery

The relationship between selected subtests from the Armed Services Vocational Aptitude Battery (ASVAB) and corresponding subtests administered as computerized adaptive tests (CAT) was investigated using a sample of Marine recruits. Results showed that the CAT subtest scores correlated as well with initial ASVAB scores as did ASVAB retest scores, even though the CAT subtests contained only half the number of items. Factor analysis showed the CAT subtests loaded on the same factors as did the corresponding ASVAB subtests, indicating that the same mental abilities were being measured. The Armed Services Qualification Test (AFQT) composite was predicted equally well from either ASVAB or CAT administrations, even though the CAT contained only three of the four AFQT subtests. CAT requires fewer test items to perform the same task as the current paper-and-pencil ASVAB. (Author)

ED 235 255 UD 023 037

Sloane, Glenda G.
A Decent Home...A Report on the Continuing Failure of the Federal Government to Provide Equal Housing Opportunity.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Economically Disadvantaged; Federal Legislation; *Federal Programs; Government Role; *Housing Discrimination; Housing Opportunities; Low Rent Housing; *Minority Groups; *Racial Discrimination; Residential Patterns
IDENTIFIERS- Civil Rights Act 1968 Title VIII; Housing and Community Development Act 1974; Housing and Urban Development Act 1968; Reagan Administration

In an effort to contribute to the dialogue on the need for reform of the nation's fair housing laws and policies, this report describes and evaluates those policies and their impact. The report begins with a discussion of the Federal Government's support for a racially dual housing market prior to 1962 and moves on to describe the beginnings of a fair housing policy during 1962-1968. Next, the implementation of the 1968 laws, the Housing and Community Development Act of 1974, and fair housing enforcement from 1968 to 1980 and the impact of that policy are discussed. The second half of the report deals with fair housing policy under the Reagan Administration and covers the administration's efforts to curtail subsidized housing; block grant regulations; dilution of voluntary programs; efforts to reduce data collection; and retreat on Justice Department enforcement. Recommendations include: (1) new legislation to improve enforcement of the fair housing law; (2) executive action for fair housing; (3) reversal of policies reducing and restricting federal housing assistance to low- and moderate-income persons; and (4) a national bipartisan task force in the private sector to examine the causes of the low-income housing crisis, present and proposed federal programs, and recommendations for new programs. (CMG)

ED 235 077 SO 014 969

Sult, Judith J.

Multi-Cultural Approach to Education: Using University Students in K-12 Classes as a Resource. MAIS Project.

PUB DATE- 25 May 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- College Students; Cooperative Programs; *Cross Age Teaching; *Cultural Awareness; Cultural Differences; Culture Contact; Educational Needs; Elementary Secondary Education; Foreign Culture; *Foreign Students; *Global Approach; Higher Education; *Intercultural Programs; *Multicultural Education; Program Descriptions

A Masters Program in Interdisciplinary Studies (MAIS) project that was designed to integrate multicultural awareness in the classroom is described. In this project, university foreign students taught elementary and secondary students about foreign cultures and other world perspectives. The Oregon State System of Higher Education agreed to enroll a limited number of foreign students at in-state tuition rates. To participate foreign students needed to show financial need, to communicate in English, and to indicate what they wanted to share about their culture. After the first foreign students were selected, a meeting was held with administrators and teachers to explain the program. Foreign students visited the K-12 schools who requested them through the Office of International Education. Foreign students' projects included demonstrations in cooking, storytelling, folk dance, batik, and slide presentations. The effects of the program have not been measured. There are four major chapters to the paper. Chapter I, "Historic Perspective," states that a historical consequence of colonialism has been to stifle multi-cultural awareness. The second chapter examines four current global issues: change, interdependence, impact of technology, and conflict resolution. In chapter III, the need for multi-cultural awareness is discussed. The program is described in the fourth chapter. (RM)

ED 235 136 SP 023 052

Fordham, Adrian M.
The Context of Teaching and Learning. Report on the First Phase of the IEA Classroom Environment Study. ACER Research Monograph No. 21.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-85563-246-1
PUB DATE- Jun 83
AVAILABLE FROM- Australian Council for Educational Research, 9 Frederick St., Hawthorn, Victoria, Australia 3122.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- *Academic Achievement; Classroom Environment; Classroom Research; Classroom Techniques; Class Size; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; Mathematics Teachers; School Policy; *Science Instruction; Science Teachers; Student Attitudes; Student Characteristics; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Australia

This publication describes the first phase of the Classroom Environment: Teaching for Learning Study in Australia, a six-year international research effort to identify correlations between teaching practices and student achievement. The report's first chapter presents a resume of the study and reviews research findings on managerial and instructional teaching practices which were the major focus of the study. Research studies on the context in which learning and teaching occur are reviewed in chapter 2. Context variables in these studies were teacher characteristics, school policy and organization, instructional setting, and student characteristics. Chapter 3 deals with the selection of relevant teaching practices and contextual factors and the development of the survey questionnaire. The survey sought information on teaching methods, teacher characteristics, and mediating influences on teaching practices. Chapter 4 describes the target population of teachers, the selection of a representative sample of teachers, and the survey procedures used in the collection of data. Chapters 5, 6, and 7 are concerned with the analysis of data collected from teachers during the survey. The final chapter offers a perspective on the study and summarizes features occurring in classrooms in Victoria. The features discussed are grouped under the headings which framed the survey questionnaire. A copy of the survey questionnaire and tabulated findings are appended. (JD)

ED 235 156   SP 023 072

Baggett, W. Jay; Flippo, Rona F.
Study Guide for TCT in School Psychometry/School Psychology.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Counseling; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Psychometrics; *School Psychologists; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in school psychology. The five broad subareas from the field selected for the test are: (1) professional practice; (2) school organization and instruction; (3) human growth and psychological development; (4) psychological assessment and diagnosis; and (5) consultation and intervention strategies. A list of content objectives for each of these subareas is provided, accompanied by a general reference list of readings. A list is also included of professional journals related to general psychology as well as a reference list for more specific topics and special interests related to school and general psychology. (JD)

ED 235 206 TM 830 620

Jarjoura, David
Confidence and Tolerance Intervals for True Scores. ACT Technical Bulletin, Number 42.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
PUB DATE- Jul 83
AVAILABLE FROM- Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Testing; Measurement Techniques; *Models; *Scores; Statistical Analysis; Test Interpretation
IDENTIFIERS- *Confidence Intervals (Statistics); *Tolerance Intervals (Statistics)

Issues regarding confidence and tolerance intervals are discussed within the context of educational measurement. Conceptual distinctions are drawn between these two types of intervals; and examples, under various error and true score models, are used to compare such intervals. It is shown that there tend to be only small differences in tolerance intervals under different true score models. It is also demonstrated that confidence and tolerance intervals are not only quite distinct conceptually, but also can be very different numerically. Points are raised about the usefulness of tolerance intervals when the focus is on a particular observed score rather than a particular examinee. (Author)

ED 235 239 TM 830 667

Wheeler, George; And Others
An Evaluation of a Bilingual Program with Bilingual Paraprofessionals Serving as the Primary Instructional Personnel, 1982-83.
Educational Research and Consulting Associates, Portales, NM.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Asian Americans; *Bilingual Education Programs; Bilingual Students; Classroom Observation Techniques; Elementary Education; *Paraprofessional School Personnel; Pretests Posttests; Program Effectiveness; *Program Evaluation; *Spanish Speaking; *Statistical Analysis
IDENTIFIERS- Bilingual Education Act Title VII 1968; Comprehensive Tests of Basic Skills; Language Assessment Scales (De Avila and Duncan)

An external evaluation of the Title VII Bilingual Education Project was designed to: (1) gather a subjective assessment from personnel working with the project; (2) observe classroom teaching and activities utilized in bilingual instruction; and (3) to measure differences in levels of achievement on the Comprehensive Test of Basic Skills (CTBS) between pre- and post-tests and to measure language proficiency on the Language Assessment Scale (LAS) between pre- and post-tests. There is general agreement that the project is operating more smoothly and effectively than during the previous two years. The instructional objectives and the use of English, Spanish and/or Southeast Asian languages are being met. Pre- and post-test comparisons of the CTBS and the LAS reveal the treatment had significant impact on language skills, on reading readiness, and on developing communicative skills in both Spanish and English. The English portion of the LAS revealed progress between pre- and post-testing in language for Southeast Asian participants. They were not administered a language proficiency test in their home language. Although the Southeast Asian students progressed in English, it was decided that their level of proficiency in English was less than adequate for testing with the CTBS. (Author)

ED 235 270 UD 023 120

Davis, Elisabeth Fern; And Others

Social Studies Scope and Sequence. Grades 1-5.

Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adjustment (to Environment); Behavioral Objectives; Children; *Community Study; Curriculum Guides; Elementary Education; *Environmental Education; Individual Development; Lesson Plans; Resource Materials; Sequential Learning; *Social Studies; *State History; *United States History
IDENTIFIERS- Duval County School Board FL

This scope and sequence guide to Social Studies, grades 1 through 5, for the Duval County Public Schools (Jacksonville, Florida) deals with three categories: (1) a scope and sequence listing states, for each grade, a central theme with primary and secondary ideas; (2) performance objectives are based on the primary and secondary ideas; and (3) a key to recommended instructional materials is given. The theme for first grade is "You and Me," for second grade, "The Community and Me," for third grade, "You and Your Environment," for fourth grade, "Our Widening World," and for fifth grade, "Across America." Emphasis, throughout, is on the relationships between people and their environments and the changes occurring in these relationships. (CMG)

ED 235 288 UD 023 140

Language Arts Curriculum Guide. Grades 7-9
Duval County Schools, Jacksonville, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Curriculum Guides; *Debate; *English Curriculum; *English Instruction; Junior High Schools; *Language Arts; *Public Speaking; *Speech Communication

This language arts curriculum guide was developed for use in grades 7, 8 and 9 in the Duval County Public Schools, Jacksonville, Florida. The courses covered are English (separate courses for grades 7, 8, and 9), Debate (grades 9-12), Oral Communication/Public Speaking (grades 9-12), and Advanced English (separate courses for grades 7, 8, and 9). For each course, the following are provided: (1) an introduction; (2) a course outline; (3) a list of performance objectives; and (4) a key to recommended instructional materials. Appendices provide information on the Florida lists for assessment of spelling, the student assessment minimal list for reading, consumer words, journalism bibliography, bibliographic format, metric system terms, Jacksonville's public film library, a description of the Functional Basic Skills course, the Stanford Achievement Test objectives, the State's Student Assessment Test standards and skills, and correlation between 1977-78 and 1985-86 student performance standards for Florida schools.

ED 234 993 SE 043 158

Hueftle, Stacey J.; And Others
Images of Science. A Summary of Results from the 1981-82 National Assessment in Science. First Printing.
Minnesota Univ., Minneapolis.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 83
GRANT- SED-8022125-A01
AVAILABLE FROM- Minnesota Research and Evaluation Center, 210 Burton Hall, 178 Pillsbury Dr., SE, University of Minnesota, Minneapolis, MN 55455 ($9.50 prepaid).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Attitude Change; Educational Trends; *Elementary School Science; Elementary Secondary Education; *Inquiry; National Surveys; Science Education; *Secondary School Science; *Student Attitudes; *Technology
IDENTIFIERS- National Assessment of Educational Progress; National Science Foundation; *Science and Society; Science Education Research

This report describes and interprets findings from a 1981-82 national assessment in science conducted by the Minnesota Science Assessment and Research Project (SARP). SARP tested 18,000 students randomly selected from across the nation. The assessment instruments included items on science content, inquiry, role of science and technology in society, and science attitudes. The current level of science achievement and attitudes toward science are reported and compared to results from the 1976-77 assessment. This is the first time that change results on science attitudes are reported. Data indicate that 9-year-olds have increased in achievement over the past 5 years, 13-year-olds have remained unchanged, and 17-year-olds have continued to decline. The attitudes of all three groups have dropped during the past 5 years. Findings are reported in three major parts: those for elementary, middle/junior high, and high school science respectively. In addition, findings are broken down by sex, sex by race, and by four geographic regions of the nation. The results are summarized in 64 figures and 54 tables. Three appendices are also included which provide cluster means and standard errors for possible secondary analysis. (JN)

ED 235 008 SE 043 177

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, Number 4--Fall 1983.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $8.00, $2.75 single copy).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Concept Formation; Cross Cultural Studies; Educational Research; Elementary Secondary Education; High Achievement; Higher Education; Low Achievement; *Mathematics Education; *Mathematics Instruction; Peer Teaching; Problem Solving; *Sex Differences; Subtraction; *Teacher Behavior; Tutoring
IDENTIFIERS- *Mathematics Education Research; Place Value (Mathematics)

This issue contains abstracts and critical comments of 10 articles. Studies included focus on sex differences in mathematical learning, intuitive functional concepts, multiple embodiments of place value concepts, instructional activities of high and low achievers, effective management at the beginning of the school year, cross-age peer tutoring, problem solving, cross-national comparisons, and subtraction. Research reported in RIE and CIJE between April 1983 and June 1983 is also listed. (MNS)

Alessia, Mary; Owens, Kathleen
Handbook for Pre-Student Teaching Clinical Experiences. Elementary.
Lewis Univ., Romeoville, IL. Dept. of Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Cooperating Teachers; *Education Majors; Elementary School Teachers; *Field Experience Programs; Higher Education; *Methods Courses; *Methods Teachers; Preservice Teacher Education; Student Evaluation; *Student Teacher Supervisors; Teacher Educators; Teacher Role
IDENTIFIERS- *Lewis University IL

This handbook offers guidelines for the university supervisor, methods instructor, and cooperating teacher in providing a productive clinical experience for elementary school education majors at Lewis University (Illinois). Procedures and responsibilities of each of the triad's members are outlined. General guidelines are presented on elements that pertain to all clinical experiences, such as classroom observation; planning and teaching; curriculum guides, textbooks, and supplementary materials; evaluation; classroom management; and identification of exceptional children. Specific guidelines are provided for the methods courses education majors will be taking in conjunction with the clinical experience. Recommendations are made for classroom activities which will reinforce theoretical knowledge learned in the methods courses; these courses are: (1) teaching and clinical experience; (2) pre-student teaching clinical experience; (3) teaching and clinical experience in middle school/social studies; (4) reading in the elementary school; (5) teaching mathematics and science; (6) teaching language arts; and (7) principles of reading assessment and methods for instruction. Evaluation forms for use by all participants are included. (JD)

ED 235 173 SP 023 097

Bluestein, Jane
Impact Analysis: The Effect of the APS-UNM Graduate Intern Progam on Teacher Performance.
PUB DATE- 11 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; *College School Cooperation; Elementary Education; Elementary School Teachers; Exchange Programs; Experiential Learning; Graduate Study; Higher Education; Inservice Teacher Education; *Internship Programs; Program Improvement; Student Attitudes; Teacher Effectiveness; *Teacher Interns; *Teaching Experience
IDENTIFIERS- University of New Mexico

An exchange program between the Albuquerque Public Schools (APS) and the University of New Mexico (UNM) provided 12 interns to the APS in exchange for 7 outstanding classroom teachers to serve as clinical supervisors in the undergraduate program at UNM for a period of one academic year. The interns worked with the joint support and supervision of the school principal and the university program coordinator and took two university courses each semester. A survey on the strengths and weaknesses of the program was conducted. Principals rated the performance of interns in the categories of instruction, management, and interpersonal skills, and compared their performances with those of other first year teachers with whom they had worked. Descriptive data and weekly reflection sheets from the interns provided further information. Findings indicated that the principals felt the interns' performances compared favorably with those of other first year teachers without experience as interns. Need for greater emphasis was suggested in developing environments and authority relationships with students. Principals and interns felt the presence of an intern in the school had a significant impact on the school community and that their participation benefited the school. (JD)

ED 235 105 SO 015 039

Coolahan, John, Ed.
Irish Educational Studies, Vol. 2. Proceedings of the Annual Education Conference of the Association (7th, Belfast, Northern Ireland, April 1982).
Educational Studies Association of Ireland, Dublin.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Case Studies; *Comparative Education; Educational Objectives; *Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Literature; Mathematics Instruction; Mental Retardation; Political Socialization; Professional Recognition; Special Education; Teacher Attitudes; Teacher Education; Teachers; Technical Education; Textbook Evaluation; Vocabulary
IDENTIFIERS- Ideology; *Ireland; *Northern Ireland

Educational issues concerning all levels of education in the Republic of Ireland and in Northern Ireland are examined in these 18 conference papers. The focus of the presidential address was on general education in the secondary school. The invited address discussed the aims and objectives in higher education. Papers dealt with the following topics: a sociological analysis of the functions of secondary education; the teacher and political socialization in Northern Ireland post-primary schools; a comparative case study among primary and secondary teachers concerning educational theory and practice; professional status as an operational and aspirational characteristic of the teaching force; the principal's role in secondary education; a survey of teachers in Northern Ireland concerning professionalism and ideology; pupil outcomes; the evolving role of the "Tech" in Northern Ireland education; special education; deficient memory performance in the mentally handicapped; teacher education; technical instruction and the Department of Agriculture; an analysis of the processes used by children to respond to selected mathematical tasks; teachers' viewpoints concerning secondary school mathematics; a study of the mathematical vocabulary of primary school mathematics textbooks; and a praise of oral literature. (RM)

ED 235 157 SP 023 073

Clark, Gene; Flippo, Rona F.
Study Guide for TCT in Science.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Biological Sciences; Earth Science; *Educational Objectives; Higher Education; Physics; Preservice Teacher Education; *Program Content; *Science Instruction; *Science Teachers; Scientific Concepts; Scientific Principles; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was developed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in science. Content objectives of the test are listed and encompass: (1) scientific processes, research, and classification; (2) earth sciences; (3) characteristics and properties of matter, energy, and chemical change; (4) biology of life sciences; and (5) physics. References accompany each listing of objectives, and although they are general in nature, they address the specific concepts and published content objectives of the test. (JD)

ED 235 207 TM 830 621

Doss, David; Moede, Lauren Hall
Chapter 2--Discretionary. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.45; AISD-ORE-82.81
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Literacy; Desegregation Effects; Elementary Secondary Education; *Federal Aid; *Program Evaluation; Program Implementation; *School Districts; *Second Language Programs; Spanish
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

The Austin Independent School District developed a proposal for Chapter 2-Discretionary funds to be used to offer enrichment and supplemental instruction at 12 schools experiencing significant losses of students resulting in low enrollment, racial balances with lower than expected Anglo percentages, and under-utilized building space. Eight schools were selected as Computer Literacy Program sites, and four schools were chosen for a Spanish as a Foreign Language Program. This evaluation report consists of two parts, one for the Computer Literacy Program and one for the Spanish as a Foreign Language Program. Each program went through a planning phase in which plans were developed which differed somewhat from those of the proposal. Each part of the report briefly discusses the changes made during the planning stage and then provides the major evaluation findings. Problems of externally-funded programs and their impact on school districts are discussed. (PN)

ED 235 224 TM 830 645

Gorce, Martin Joseph; Taylor, Bob L.
Subject Curriculum Modifications Occurring in Stable Enrollment Competency-Based Testing and Non-Competency-Based Testing Public Senior High Schools between the School Years 1974-75 and 1978-79.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Basic Skills; *Competency Based Education; *Curriculum Development; Elective Courses; High Schools; *Minimum Competency Testing; Questionnaires; *Test Coaching; Test Results; Test Use
IDENTIFIERS- Curriculum Related Testing; *Curriculum Test Overlap

The objective of the study was to determine whether Competency-Based Testing (CBT) schools altered their curriculum differently than Non-Competency-Based Testing schools (NCBT), and, if so, what selected factors were identified as contributing to the differences among the responses secondary schools made to CBT. The data from 410 member high schools of the North Central Association of Colleges and Schools were collected from "Form A: Annual Report, North Central Association of Colleges and Schools" and a researcher-developed questionnaire. The questionnaire was returned by 85 percent of the principals of schools surveyed. The chi-square test of association applied at the .10 level of significance was utilized to test for significant association between competency-based and non-competency-based testing alone; then high schools isolated first by community type, then school size, and then ethnic makeup. Among the conclusions reached from the study were: CBT schools were doing little significantly different than NCBT schools; CBT schools stressed "basic" courses and remedial courses more than NCBT schools; and in an effort to address the narrowing of the curriculum, schools were adjusting courses by combining them, offering them in single sections or at alternate times, or changing their internal structure. (PN)

ED 235 256   UD 023 070

A Study of Children At-Risk.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; *Access to Education; *Blacks; *Educational Discrimination; Elementary Secondary Education; Extracurricular Activities; Gifted; *Hispanic Americans; *Low Income Groups; Racial Discrimination; Scores; Special Education; Suspension
IDENTIFIERS- *Montgomery County Public Schools MD

For many Black and Hispanic students, and especially low-income minority students, attending Montgomery County Public Schools (Rockville, Maryland) in the hope of getting a good education is a risky proposition at best, and may be seriously detrimental to their educational and personal development at the very worst. This conclusion was reached by the Citizen's Minority Relations Monitoring Committee (CMRMC) on the basis of study and analysis of the Montgomery County school system. CMRMC's report concentrates on four areas of concern. In the area of learning and testing, reading and math scores for the aggregate improved from 1981 to 1982 (as measured by the California Achievement Test), but Black and Hispanic students tested at very low levels compared with White and Asian students. Black students tested at the very bottom of the entire student population, in every subject area for every grade level. Furthermore, more than half of all Black and Hispanic ninth-grade students failed the basic math competency test during the 1982-83 school year. In the area of management of student behavior, suspensions occurred much more frequently with Black students than with White students. In the area of extracurricular activities, minority student participation was below that of other students. Finally, minority students were denied a fair and equitable opportunity to participate in the Gifted and Talented Program. CMRMC sees little chance of improvement in the situation without massive pressure from the minority community. (CMG)

ED 235 271 UD 023 121

Davis, Elisabeth Fern; And Others

Jacksonville History Curriculum Guide. Grade 3.

Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adjustment (to Environment); Behavioral Objectives; Curriculum Guides; Environmental Education; *Grade 3; Instructional Materials; Lesson Plans; *Local History; Primary Education; *Social Studies; State History; United States History
IDENTIFIERS- Duval County School Board FL; *Florida (Jacksonville)

A part of the Social Studies program for third graders in Duval County Public Schools (Jacksonville, Florida) is represented in this curriculum guide. The guide focuses on Jacksonville's history and emphasizes the relationship between people and their environment at various times in history and changes occurring in those relationships. The central theme, "You and Your Environment," is expanded into a primary idea, "Conflict and Interdependence Brought about the Growth and Development of Jacksonville," and into secondary ideas which are different for each unit of study. Performance objectives along with suggested activities for meeting them are listed for each unit of study. Teacher appendices describe Jacksonville's history, discuss transportation of the past and present, describe the great Jacksonville fire of 1901, discuss Jacksonville in the 20th century, and provide materials for studying community leaders. A list of resources that were used to compile this manual are also included. (CMG)

ED 235 289 UD 023 141

Teacher's Guide to Secondary Mathematics.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Calculus; Consumer Education; Course Descriptions; Curriculum Guides; Geometry; *Mathematics Curriculum; Probability; Secondary Education; *Secondary School Mathematics; Trigonometry

This is a teacher's guide to secondary school mathematics. Developed for use in the Duval County Public Schools, Jacksonville, Florida. Areas of mathematics covered are algebra, analysis, calculus, computer literacy, computer science, geometry, analytic geometry, general mathematics, consumer mathematics, pre-algebra, probability and statistics, and trigonometry. Courses in each of these areas are offered to students according to grade and aptitude level. The curriculums range from grade 8-12. For each course, an introduction, a course outline, a list of performance objectives, and a key to recommended instructional materials are provided. (CMG)

ED 235 022 SE 043 276

Osborne, Roger; And Others
Reconsidering the Framework. Learning in Science Project. Working Paper No. 14.
Waikato Univ., Hamilton (New Zealand).

PUB DATE- Apr 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Educational Needs; Elementary School Science; Elementary Secondary Education; Learning; Research Methodology; *Research Needs; *Science Curriculum; Science Education; *Science Instruction; Science Projects; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first working paper of the Learning in Science Project, "An Initial Framework," outlined what was then seen as the major aims of the project and suggested how these aims might be achieved by three phases of research: exploratory (to observe teaching/learning in Form 1 to 4 science classrooms and to identify difficulties perceived by various individuals); in-depth (focusing on teaching/learning of selected aspects of science); and action-research (exploring ways of overcoming difficulties/problems identified in the first two phases). Presented in this document is a reconsideration of the initial framework, reviewing major accomplishments of the completed first phase and specifying more clearly plans for the in-depth phase and its relationship to the proposed action-research. Comments obtained during first phase structured/unstructured interviews (from students and school personnel) and observations by project staff have provided three distinct, albeit related, investigatory probes of the in-depth phase: (1) children's science; (2) children's classroom experiences; and (3) children's outlook on science. Each of these aspects of the in-depth phase is discussed and the various types of issues to be explored are considered. The action-research phase will be concerned with developing strategies built on the knowledge gained from the examination of these three areas. (JN)

ED 235 035 SE 043 328

Jones, Natalie; Hughes, Wyn
Clay Pots. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ceramics; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; *Rural Areas; Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; *Water
IDENTIFIERS- Nigeria; Philippines; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit consists of three sections. Section 1 is an account of how traditional clay pots are made in Sokoto (Northern Nigeria). Section 2 consists of: an experiment to discover how to keep water cool in porous pots; information on why water stays cooler in porous pots and on how water passes through the walls of these containers; and a discussion of advantages of using clay pots for cooling water, especially in rural areas of developing countries. Section 3 is a discussion of village pottery production in the Philippines. Suggested activities include constructing a Taku Kiln from a dust-bin or oil-drum, simple glazing experiments, and hand-built pottery using coiling or slab techniques. (JN)

ED 235 048 SO 014 530

Goldfarb, Lyn; Gray, Lorraine
With Babies and Banners: Illustrated Historical Booklet.
Educational TV and Film Center, Washington, DC.
SPONS. AGENCY- Michigan Council for the Humanities, East Lansing.
PUB DATE- 82
AVAILABLE FROM- Educational TV and Film Center, 1747 Connecticut Avenue, Washington, DC 20009 ($6.00, $4.00 each for five or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civics; Documentaries; Economics Education; *Educational Television; Employed Women; *Females; Feminism; Higher Education; Labor Problems; Mothers; Political Science; Secondary Education; *Sex Role; Spouses; *Strikes; Unions; *United States History; *Womens Studies
IDENTIFIERS- Automobile Workers; General Motors Corporation; *Labor Studies; United Auto Workers

Background reading materials are provided in this booklet developed to be used in conjunction with the award winning color documentary film "With Babies and Banners." The film records the role that the women of Flint, Michigan, played in the great General Motors sit-down strike of 1937. The readings are suitable for college audiences and for secondary-level students who want a more in-depth historical treatment of how women built the labor movement in the United States. The booklet is well illustrated with black and white photographs. The introductory chapter introduces and describes the 16mm documentary. Chapters 2-4 discuss the historial background of the sit-down, examining how the working women and the wives, mothers, sisters, and sweethearts of the striking auto workers, joined together as the Women's Emergency Brigade and became the spearhead of the 44-day-long battle in which the strikers emerged triumphant, catapulting the new United Auto Workers to national prominence. The concluding chapter examines conditions facing women working today. (RM)

ED 235 062 SO 014 834

Lucas, Gail
Teaching Critical Thinking Skills.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Critical Thinking; Elementary Secondary Education; Literature Reviews; Program Design; Resource Materials; Teaching Methods
IDENTIFIERS- PF Project

A brief literature review and a bibliography comprise this resource for educators interested in improving their students' critical thinking skills. The review lists terms that have been used to describe critical thinking, instructional methods that can be appropriate, and suggested characteristics of a critical thinking program. The 11-item bibliography cites journal articles and Educational Resources Information Center (ERIC) microfiche documents containing background information, teaching techniques, and program descriptions dealing with critical thinking. (DC)

Cleveland, Harlan
The Future of the Pacific Basin: A Keynote Address.
PUB DATE- 5 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communications Satellites; Computers; *Decision Making; Energy; *Futures (of Society); *Information Dissemination; International Cooperation; Monetary Systems; *Policy Formation; Social Change; *Technological Advancement
IDENTIFIERS- Information Technology; *Ocean Commons; *Pacific Region

People of the Pacific Basin must decide how to manage the Pacific Ocean commons, who does what in a changing industrial structure, and how to adapt to the new technological revolution. Although the United Nations' Law of the Sea moved into national jurisdiction many of the ocean resources of the Pacific Region, there is one new major resource--ocean thermal energy conversion (OTEC)--which, if managed well and in a cooperative manner, could be a source of much needed energy. OTEC is based on the idea that the substantial differences in temperature between the ocean surface and deep waters can be converted into energy by pumping the cold water to the surface. In the 21st century, sharing an ocean may be at least as good a basis for cooperation as sharing a land mass. The established leadership of each Pacific Region country--in politics, corporations, and trade unions--is making the readjustments made necessary by technological advancement. International cooperation can also help. Governments should try, through international agreements, to gain access to rich markets abroad for their products. An international central bank should be developed to shield the international monetary system from the domestic vagaries of U.S. monetary policy. As is much of the world, the Pacific Basin is fast becoming an information society. The implications are tremendous. For example, because of communication satellites and fast computers, people of the Pacific Basin no longer need to think of themselves as living in a remote part of the world. If they so choose, they too can participate in rule, power, and authority. (RM)

Robb, Gary M.; And Others
Special Education...Naturally.
Indiana Univ., Bloomington.

PUB DATE- 83
AVAILABLE FROM- Bradford Woods, 5040 State Road 67 North, Martinsville, IN 46151 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accessibility (for Disabled); Adventure Education; *Disabilities; Elementary Secondary Education; Environmental Education; *Experiential Learning; Group Activities; Individualized Education Programs; *Outdoor Activities; *Outdoor Education; *Program Development; Program Implementation; *Special Education; Training Methods

This resource book provides guidelines for planning, developing, and implementing outdoor education programs for disabled youth. Part 1 offers a step by step approach to developing a program that focuses on the use of the natural environment as the primary learning element. Advice is given on individualizing the program, consistent with educational, rehabilitation or treatment objectives of participants, and developing strategies for integrating an outdoor education program into existing curricula. Included are ways of assessing the program's effectiveness and impact. Part 2 presents a variety of activities and resources in outdoor programs. Traditional educational approaches are described as well as the emerging area of adventure programming. Use and adaptation of equipment is discussed, and sources are suggested for additional support, ideas, and networking in regard to outdoor programming. The final section focuses on training. Included in this section is information on prioritizing training needs, processing training components, and developing training strategies for including outdoor programming in educational and rehabilitation settings. A bibliography and list of additional resources is included. (JD)

ED 235 190 TM 830 580

Cook, Linda L.; And Others
An Assessment of the Relationship between the Assumption of Unidimensionality and the Quality of IRT True-Score Equating.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; *Equated Scores; Factor Analysis; *Latent Trait Theory; Testing Problems; True Scores
IDENTIFIERS- College Board Achievement Tests; Scholastic Aptitude Test; *Unidimensionality (Tests); Violation of Assumptions

The purpose of this study was to empirically examine the relationship between violations of the assumption of unidimensionality, as assessed by the factor analysis of item parcel data, and the quality of item response theory (IRT) true-score equating, as measured by score scale stability. The verbal section of the Scholastic Aptitude Test (SAT) and the College Board Mathematics Level II examination were selected for use. Factor analyses were performed on each of the six selected test forms, using a correlation matrix of item parcel scores as input. The results of the factor analyses were related to the results of previous equating studies, hypothesizing that the equating chain that resulted in the least scale stability (SAT-verbal) would show evidence of greater multidimensionality than the equating chain (Mathematics Level II) that provided the superior equating results. The Mathematics Level II equating results were superior to the SAT-verbal equating results, and the dimensionality analyses revealed that the Mathematics Level II item parcels were more nearly unidimensional than the SAT-verbal item parcels. The dimensionality analyses also verified that SAT-verbal Form V4 and Mathematics Level II Form CC were each less parallel to the other two forms in their respective equating chains than the other forms were to each other. (BW)

ED 235 240 TM 830 668

Salinger, Ruth; Bartlett, Joan
Evaluating the Impact of Training: A Collection of Federal Agency Evaluation Practices.
Office of Personnel Management, Washington, DC. Training Resources Management Div.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; Data Collection; *Evaluation Methods; Evaluation Utilization; *Federal Programs; Needs Assessment; *Program Evaluation; Training Methods; Training Objectives
IDENTIFIERS- Department of Education; Department of Labor; General Accounting Office; Internal Revenue Service; Naval Research Laboratory; Office of Personnel Management; Participant Action Plan Approach; Return On Investment

The purpose of this document is to share various approaches used by federal agencies to assess needs and measure training effectiveness. The emphasis in the descriptions is on the evaluation process rather than on the results. One program was evaluated by employing return-on-investment (ROI) data and using volunteer line personnel who conducted the course to gather and diagnose the results with participants. Various control groups were used to assess success of another program. Data, which were manipulated by a computer program, revealed the relationship between training and job performance for another study. One course was evaluated by means of an employee in-course evaluation and a supervisory on-job performance evaluation 4 to 6 months after the course. Tracking monthly reports and interviewing managers at quarterly intervals to ascertain the extent of the implementation of features taught during a particular course were additional evaluation techniques used. A semi-structured group interview evaluation process produced specific examples of changes resulting from specific training. A generic follow-up evaluation method, the Participant Action Plan Approach (PAPA), determines the extent of behavioral change after a training course. It was used in conjunction with questionnaires and personal interviews to assess if specific changes were actually implemented as a result of training. (HFG)

ED 235 009 SE 043 178

Fletcher, T. J.
Microcomputers and Mathematics in Schools. A Discussion Paper.
Department of Education and Science, London (England).
REPORT NO.- ISBN-0855-22-133-X
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Oriented Programs; *Educational Planning; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers
IDENTIFIERS- England

This paper is addressed to those who are concerned with the development of the school curriculum as a whole and to those who have a particular interest in mathematics. The aim is to promote discussion between these two overlapping groups, so that the growing use of computers in mathematics can be coordinated with developments in other areas of the curriculum. The paper resulted from a series of visits to schools in England by one of Her Majesty's Inspectors. Topics discussed include the basis for the school curriculum; the place of mathematics in the curriculum; the Cockcroft report; current uses of computers in schools at both elementary and secondary levels; types of uses, including drill and practice, short and simple programs, and games; student reactions; background on computer studies; projects; computer familiarization; mathematics and other subjects; the relationship of mathematics with computers; and the implications for mathematics teaching and for resources, staffing, and in-service training. (MNS)

ED 235 078   SO 014 997

Campbell, James B.
Mapping the Land: Aerial Imagery for Land Use Information. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-167-0
PUB DATE- 83
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cartography; Computers; Definitions; Geographic Concepts; *Geography Instruction; Higher Education; History; *Human Geography; Instructional Materials; *Land Use; *Map Skills; Resource Materials; Undergraduate Students
IDENTIFIERS- Accuracy Measures; *Aerial Photography; Manual Systems; *Remote Sensing

Intended for geography students who are enrolled in, or who have completed, an introductory course in remote sensing; for geography researchers; and for professors; this publication focuses specifically on those general issues regarding the organization and presentation of land use information derived from aerial imagery. Many of the ideas presented were developed in teaching geography to university undergraduates. There are seven chapters. In chapter 1, the practical significance of land use information is illustrated and modern land use surveys are discussed. Chapter 2 discusses concepts and definitions of land use, the applications of remote sensing, and the advantages and disadvantages of aerial imagery. Historical examples of land use inventory are provided in the third chapter. Chapter 4 examines principles and conventions for preparing land use maps. Manual interpretation for land use mapping is the focus of the fifth chapter. Chapters 6 and 7 deal with the machine processing of remotely sensed data and accuracy assessment, respectively. (RM)

ED 235 121 SP 023 002

Alessia, Mary; Owens, Kathleen
Handbook for Pre-Student Teaching Clinical Experiences. Secondary.
Lewis Univ., Romeoville, IL. Dept. of Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperating Teachers; *Education Majors; *Field Experience Programs; Higher Education; *Methods Courses; *Methods Teachers; Preservice Teacher Education; Secondary School Teachers; Student Evaluation; *Student Teacher Supervisors; Teacher Educators; Teacher Role
IDENTIFIERS- *Lewis University IL

This handbook offers guidelines for the university supervisor, methods instructor, and cooperating teacher in providing a productive clinical experience for secondary school education majors at Lewis University (Illinois). General guidelines are presented on elements that pertain to all clinical experiences, such as classroom observation; planning and teaching; curriculum guides, textbooks, and supplementary materials; evaluation; classroom management; and identification of exceptional children. Specific guidelines are provided for the methods courses education majors will be taking in conjunction with the clinical experience. Recommendations are made for classroom activities which will reinforce theoretical knowledge offered in the methods courses; these are: (1) pre-student teaching clinical experiences; (2) teaching and clinical experience; and (3) special methods: teaching content classes in the secondary schools. Evaluation forms for use by all participants are included. (JD)

ED 235 137 SP 023 053

Sailors, Robert A.; Flippo, Rona F.
Study Guide for TCT in Agriculture.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Agricultural Education; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests; *Vocational Education Teachers
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in agriculture. The agriculture test was developed by the National Evaluation Systems, Inc. and educators in Georgia. The test covers 13 subareas: (1) plant science; (2) crop management; (3) animal science; (4) livestock and poultry management; (5) livestock and poultry production; (6) soil science; (7) soil and water management; (8) agriculture mechanics; (9) agribusiness; (10) Future Farmers of America; (11) forestry; (12) horticulture; and (13) natural resources. This guide lists content objectives and suggested references for study in each of the 13 subareas. (JMK)

ED 234 994 SE 043 159

Logsdon, John M., Ed.
The Research System in the 1980's. Public Policy Issues.
Franklin Inst., Philadelphia, Pa.
REPORT NO.- ISBN-0-89168-044-6
PUB DATE- 82
AVAILABLE FROM- Franklin Institute Press, 20th & Race Sts., Box 2266, Philadelphia, PA ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- Accountability; Employment Opportunities; *Engineering; Federal Aid; Foreign Countries; Government Role; *Government School

Relationship; *Memory; *Problem Solving; Protocol Materials; *Research and Development; Research and Development Centers; *School Business Relationship; Scientific Research; Textbooks
IDENTIFIERS- Canada; France; National Science Foundation; United Kingdom; United States; West Germany

U.S. research institutions are undergoing significant changes from patterns established in the decade following World War II. Declining undergraduate enrollments are predicted to lead to "steady-state" universities; federal policy is emphasizing industry-university research cooperation and calling for a decreased federal role in the direct support of research, with increased tension in relations between government and the scientific community noted by many. These and other areas are addressed in the papers presented in this informal overview of the major controversies related to the U.S. research system during the current transitional period. Papers include: "Introduction: The U.S. Research System under Stress" (John M. Logsdon); "Public Attitudes and the Control of Research" (Dorothy Nelkin); "Basic Research on Campus: A University View" (Steven Muller); "Science, Government, and Policy: A Four-Decade Perspective" (Emmanuel R. Piore); "Accountability in Federally-Supported University Research" (Linda S. Wilson); "A Bridge Reconnecting Universities and Industry through Basic Research" (Richard E. Lyon, Jr.); "The Scarcity of Ethical Resources: Strategic Planning for Science" (Mark Pastin); "New Academic Positions: The Outlook in Europe and North America" (Charles V. Kidd); "Engineering: The Neglected Ingredient" (F. Karl Willenbrock); and "Quantitative Methods in Research and Development Decision-Making" (Carolyn Heising-Goodman). (JN)

ED 235 063 SO 014 835

Thomas, Elaine

Suggestopedia: A New Way to Learn.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Research; Instructional Improvement; Learning Theories; Literature Reviews; *Multisensory Learning; Resource Materials; *Teaching Methods

IDENTIFIERS- PF Project; *Suggestopedia

Suggestopedia is a recent teaching technique which enables students to learn with impressive speed, little conscious effort, and a great deal of pleasure. Developed by Georgi Lozanov, suggestopedia is based on the assumption that a number of environmental, social, and psychological variables can be altered to make more effective use of students' ability to learn. The power of suggestion is a key element in this technique. Ways to break down "anti-suggestive" barriers are: (1) seating students in comfortable armchairs; (2) using music; (3) using posters or artifacts; (4) increasing individual participation; and (5) having a teacher that is well-trained in suggestopedia. Based on elements that are foreign to most American educators, suggestopedia has demonstrated a success which merits serious consideration by an open-minded educational community. A list of seven documents retrieved from the Educational Resources Information Center (ERIC) database that summarize research on suggestopedia is appended. (DC)

ED 235 158 SP 023 074

Hutcheson, Gwen N.; Flippo, Rona F.
Study Guide for TCT in Social Studies.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; *Social Studies; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests

IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in social studies. The subareas of the test are: (1) historical development, behavioral science; (2) Georgia studies; (3) economics; (4) geography; (5) history; (6) American government; and (7) citizenship. This guide lists content objectives and selected references for study in each of the seven subareas. (JD)

Holowinsky, Ivan Z.
Assessment of Cognitive Skills in the USSR: Historical Trends and Current Developments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Achievement Tests; Cognitive Ability; *Cognitive Measurement; Diagnostic Tests; *Educational History; *Foreign Countries; Intelligence Tests; Political Power; *Psychometrics
IDENTIFIERS- Pedology; Psychodiagnosis; Soviet Education; *USSR

Past and present trends in cognitive assessment in the USSR should be viewed within the context of Soviet psychology and Soviet developmental theories. This theoretical framework views cognitive abilities as an integral part of socio-cultural evolution. Pedology emerged as a strong movement in the 1920's. Its stated purpose was to identify and assess individual differences in cognitive skills and to develop a "science" of education. The pedology movement was replaced in the 1930's by an anti-testing policy. Makarenko's behavior modification approach, which disregarded past behavior and assessment data, and Medinsky's criticism of intelligence and achievement tests as being purposely designed to favor children of middle and upper classes influenced the Communist Party to declare pedology to be pseudo-scientific and anti-Marxist. This official position prevented the development of new psychodiagnostic techniques for many years. Soviet psychologists still reject the idea that it is possible to measure intellectual potential as an entity independent of experience and education. At the same time, in the past 10 years some Soviet psychologists have attempted to modify their attitudes toward psychodiagnosis and testing. While still critical of "testology," they acknowledge that the long campaign against pedology prevented the development of legitimate attempts to determine the parameters of a child's psychological, physical, and social development. (BW)

ED 235 208 TM 830 622

Doss, David A.; Davis, Walter E.
Chapter 2 Formula. 1983-84 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-82.78; ASID-ORE-82.22
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Extracurricular Activities; *Federal Aid; *Program Evaluation; *School Buses; School Desegregation; School Districts; *Student Transportation

IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2; Monitoring

In 1982-83, the Austin (TX) Independent School District chose to use its Chapter 2-Formula funds for two sets of activities: bus monitors and extracurricular transportation for desegregation purposes. This report summarizes the evaluation findings for these two activities, as well as what happened to programs funded under the Emergency School Aid Act in 1981-82. The appendices contain detailed information concerning the evaluation: (1) director-administrator interviews, (2) activity resources instrument, (3) parent survey, (4) bus driver interview, (5) bus monitor interview, (6) base supervisor interview, (7) bus monitor observation narratives, (8) administrator survey for the bus monitor activity evaluation, (9) teacher survey for the bus monitor activity evaluation, (10) administrator survey concerning the extracurricular transportation activity, (11) campus extracurricular transportation coordinator interview, and (12) dispatcher survey for the extracurricular transportation evaluation. (PN)

ED 235 225   TM 830 646

Hambleton, Ronald K.
Standard-Setting: State of the Art, and Future Prospectus. Report No. 142.
Massachusetts Univ., Amherst. Laboratory of Psychometric and Evaluative Research.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; Decision Making; *Evaluation Methods; Evaluation Needs; Psychometrics; *Research Methodology; *Research Problems
IDENTIFIERS- *Standard Setting

This paper offers answers to nine important questions concerning standard-setting issues and methods: (1) Should normative or content-referenced standards be used? (2) Different standard-setting methods yield different results. What is your reaction to this finding? That of your clients? Does this finding present a problem for the application of various standard-setting methods? (3) Assess the adequacy of the grounding of various methods of standard-setting in psychological and/or psychometric theory. (4) Should standards be validated? If so, how can this be done? (5) Within the context of the overall problem of standard-setting, consider the roles that are or should be played by the client, technical consultant, candidates, and other actors. What is the proper role of the public? (6) To what extent should standard-setting processes attempt to formally incorporate social/political considerations into the decision-making process? (7) What are the ethical responsibilities of the technical consultant? (8) Why have developments come so slowly? How do you view the future of standard-setting? (9) What are the key short-term and long-term research problems that should be addressed? (Author)

ED 235 257 UD 023 097

Harris, J. John, III; And Others
Student Discipline and Instructionally Effective Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
GRANT- UGDEG-82-0810
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Administrator Attitudes; Case Studies; *Discipline Policy; Educational Environment; Elementary Secondary Education; High Schools; Parent School Relationship; School Activities; *School Effectiveness; Student Development; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Attitudes

This paper reports on an inquiry into discipline and effective schools, as perceived by administrators and teachers in a large, midwestern school district. A discussion of the historical foundations in school law, the societal milieu for the study, and educational research into discipline and school effectiveness is followed by a summary of the methodology and a description of the survey sample's general characteristics. Findings indicated that administrators and teachers hold different opinions about school environment, discipline, ongoing positive interactions at the school site, and program adequacy. The position of the respondents and location of the school are said to be the most significant factors in differing opinions; sex and race were also cited as factors in significant differences between administrators' and teachers' feelings. In general, both groups believed that school environment was positive, discipline procedures were often exercised, positive interactions were average, and programs were somewhat inadequate. Recommendations are made for the development of (1) nondiscriminatory student policies; (2) curricular policies that promote maximal academic enhancement; (3) a school philosophy that promotes optimal student development; and (4) the use of physical and human resources in a cost effective manner consonant with the aforementioned. (CMG)

ED 235 290 UD 023 143

Physical Education Curriculum Guidelines, Junior High School. Grades 7, 8, 9.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Role; Athletic Equipment; *Athletics; *Behavioral Objectives; *Board of Education Policy; Facilities; *Gymnastics; Inservice Education; Junior High Schools; *Physical Education; *Physical Fitness; Recreational Activities; Safety Education; Skill Development; Student Evaluation; Student

Participation; Teacher Role; Teaching Methods

This guide to the physical education curriculum was developed for use in junior high schools in Duval County, Jacksonville, Florida. A listing of the goals of the program is followed by a presentation of county policies and recommendations concerning promotion, the adapative physical education program, student evaluation, participation, uniforms, tests, maintenance, equipment, safety, and cleanliness of facilities. In addition, department head responsibilities, departmental meetings, professional organizations, student and staff responsibilities, inservice education, and certification are also discussed. The greater part of the guide is devoted to sections on the four courses that make up the physical education program in the junior high schools. For each activity in each course, information on the following is provided: (1) specific knowledge and skills to be acquired; (2) methods of achievement; and (3) evaluation procedures. The guide ends with a list of the C.O.P.E. (Curriculum Objectives for Physical Education) materials on which the county's physical education curriculum is based. (CMG)

ED 235 036 SE 043 329

Jones, Natalie; Hughes, Wyn
Dental Care. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; Dental Evaluation; *Dental Health; *Dentistry; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; Microbiology; Science Activities; Science Education; *Science Experiments; Secondary Education; *Secondary School Science
IDENTIFIERS- *Africa; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with historical background information on the ritualistic use of chewing-sticks, describing the most common plants that were chosen for this purpose. This is followed by brief discussions of chewing-sponges (to show differences in the technique employed) and the anti-bacterial activity in chewing-sticks, and a short list of references on chewing-sticks and sponges. The unit concludes with five class activities dealing with identification of different types of teeth, effect of acid on teeth, testing toothpaste, and finding some useful components of toothpaste. (JN)

ED 235 272 UD 023 122

Bone, Brenda; And Others
Teachers Guide to Social Studies in the Junior High School.
Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE- 81
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cultural Education; Curriculum Guides; Geography Instruction; Grade 7; Grade 8; Grade 9; Group Behavior; Interdisciplinary Approach; Junior High Schools; *Lesson Plans; Resource Materials; *Social Studies; *State History; *United States Government (Course)
IDENTIFIERS- Duval County School Board FL; Florida

This teacher's guide to Social Studies was designed for use in the Duval County junior high schools in Jacksonville, Florida. The subjects dealt with are ninth grade American Government and advanced American Government; eighth grade American History and advanced American History; Florida History (for use in seventh, eighth, and ninth grades); seventh grade Geography and advanced Geography; and Man and Society, an interdisciplinary approach to the study of individual behavior, group behavior, and culture (for use in eighth grade). For each subject, a course outline is given, followed by detailed lists of performance objectives, and a key to the recommended instructional materials. (CMG)

ED 235 010 SE 043 179

Darch, Craig; And Others
Instructional Approaches and Levels of Practice in Working Fourth Grade Word Problems.
PUB DATE- Apr [illegible]
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Grade 4; *Mathematics Achievement; *Mathematics Instruction; *Problem Solving; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Direct Instruction; *Mathematics Education Research; Word Problems (Mathematics)

The purpose of this study was to look intensively at two aspects of mathematics instruction--development and practice. It contrasted the Direct Instruction approach to the development phase of teaching problem solving with a Traditional approach taken from the teachers' manual of four widely used basal textbooks. Seventy-three fourth graders selected on the basis of failing a screening test were randomly assigned to one of four experimental groups: Direct Instruction or Traditional Instruction, each with a fixed amount of practice or with extended practice. Students were taught eleven 30-minute problem solving lessons in groups of two to four students. The instructional sequence is detailed. Three tests of problem solving and one consumer satisfaction questionnaire were developed and administered. Regardless of whether extended practice was provided, students taught with Direct Instruction performed on the posttest at a significantly higher level than students taught with traditional procedures. Attitudes of Direction Instruction students were also more positive. (MNS)

ED 235 023 SE 043 277

Stead, Beverley
Living. Learning in Science Project. Working Paper No. 15.
Waikato Univ., Hamilton (New Zealand).

PUB DATE- Jun 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Biology; Classification; Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; Living (Concept); *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning i Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on the concepts of "living" held by 32 students in four different class levels (Standard 4, Form 1, Form 3, and Form 5). Data were obtained by the "interview-about-instances" procedure in which students were shown diagrams on cards which represented different instances (such exemplars as butterfly, tree) and non-instances (such non-exemplars as book, bicycle) related to the concept "living." Selections from interview transcripts are presented, discussed, and analyzed under the following headings: (1) use of scientifically-acceptable attributes; (2) animism--categorizing non-living things as living; (3) use of idiosyncratic criterial attributes; (4) use of non-critical attributes; (5) attributes used to categorize plant instances; (6) distinction between "book" and "story"; and (7) use of a nmemonic to recall a set of attributes of living things. One finding reported is that only five students had a concept of living similar to that of a biologist. Additional findings and (in an appendix) interview transcripts not included in the analysis sections are provided. (JN)

ED 235 049 SO 014 820

Hawaii's Sugar Islands.
Hawaiian Sugar Planters' Association, Aiea, HI.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agriculture; Climate; Financial Needs; *Geography Instruction; *History Instruction; Instructional Materials; Labor Problems; Organizations (Groups); Reading Materials; Resource Materials; Secondary Education; *State History; Water
IDENTIFIERS- *Hawaii; PF Project; *Sugar

A warm and sunny subtropical climate helps make Hawaii an important sugar producer. History records that sugarcane was already present when Captain James Cook discovered the islands in 1778, and that the first successful sugarcane plantation was started in 1835 by Ladd and Company at Koloa. The first recorded export of Hawaiian sugar was in 1837, when two tons were exported with a value of $200. Problems faced by early sugar planters were many and included shortages of labor, water, and money. The ingenuity of the early sugar planters in solving these problems was a factor in their long-range success. They imported Chinese immigrants to work in the fields, were innovative in their acceptance of new machinery, began to irrigate, and formed an organization, the Planters' Labor and Supply Company, for their mutual aid and support. Currently the Hawaiian Sugar Planters' Association runs an experiment station that is known throughout the world for its research in many scientific disciplines. This booklet concludes by describing the sugarcane plant, the harvesting process and machinery, and what happens when sugar arrives at the raw sugar factory. The text incorporates photographs and illustrations and could be used in secondary level state history and geography courses. (RM)

ED 235 092 SO 015 018

Program of Studies. Social Studies, K-8. Revised.

Montgomery County Board of Education, Rockville, Md.; Montgomery County Public Schools, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Area Studies; Citizenship Education; Community Study; Course Descriptions; Critical Thinking; *Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Education; Global Approach; Junior High Schools; Map Skills; Reading Skills; Self Concept; Skill Development; *Social Studies; State History; *Thematic Approach; United States History; World History

A revision of the 1979 publication, this document presents the educational objectives and course descriptions of the social studies program for grades K-8 of the Montgomery County Public Schools, Rockville, Maryland. The document begins by outlining the social studies themes and units for each grade level, by describing the program and its relationship to other curriculum areas, and by listing career education instructional objectives in social studies. For each grade level, an overview is presented of the social studies program and a listing of educational objectives for unit themes. The program is designed around a sequence on "expanding horizons." This design begins with the student's immediate environment and expands into the community, state, nation, and world, developing a global perspective. The program provides activities which help learners to develop the knowledge, attitudes, and skills necessary for effective citizenship in a democratic society. Through the integration of content and attitudinal and skill objectives, the program shows the interrelationships among the physical, cultural, and global environments in which people live. (RM)

ED 235 106 SO 015 040

McKernan, Jim
Classic and Romantic in Irish Curriculum Development.
SPONS. AGENCY- Department of Education, Dublin (Ireland).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Freedom; *Centralization; Community Schools; Comparative Education; *Curriculum Development; *Decentralization; Educational Research; Educational Trends; Foreign Countries; Models; Secondary Education; Tables (Data); Vocational Schools
IDENTIFIERS- *Ireland

Recent trends in curriculum development in Irish post-primary schools are traced according to two models: the classic-centrist and the romantic-decentralist. The classic model, initiated by agencies external to the school, views curriculum development as a science and focuses on accountability and competency-based teaching and testing. The romantic model, also referred to as school-based curriculum development, stresses the sharing of power and authority by a wide range of individuals, with greater interaction among teachers, parents, pupils, curriculum researchers, and inspectors. A survey of 505 post-primary school principals conducted in 1982 in the Republic of Ireland measured the impact of various classic curriculum projects and the use of the romantic model. Among the courses for which the Government Department of Education stressed a need, the applied Leaving Certificate courses (technical drawing, accounting, mechanics) have been most widely implemented. Pre-employment courses for returning students unable to gain employment are not provided in a majority of comprehensive and vocational schools. More than a dozen other projects have made only the slightest impact on schools. The data also suggest that comprehensive and community schools employ a significant amount of school-based curriculum development, while less than half of the secondary and one-third of vocational school have undertaken such work. (KC)

ED 235 122 SP 023 003

Alessia, Mary; Owens, Kathleen
Handbook for the Student Teaching Semester.
Lewis Univ., Romeoville, IL. Dept. of Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *Cooperating Teachers; *Educational Objectives; Higher Education; Preservice Teacher Education; Student Evaluation; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Certification; Teacher Qualifications; Teacher Role; Teaching Skills
IDENTIFIERS- *Lewis University IL

This handbook was developed for use by Lewis University (Illinois) preservice teachers during their semester of student teaching. The introductory section discusses the goals of the education department and sets forth admission requirements for the program and for teacher certification. Outlines are presented in the second section of the responsibilities of the school principal, university supervisor, cooperating teacher, and student teacher in the field experience program. In the third section, checklists are provided to guide student teachers in meeting university requirements in their daily classroom duties, such as observations of pupils and teachers, using instructional materials, drawing up lesson plans, and keeping a log of personal activities and reflections. Copies of the teaching-learning appraisal form, which may be used for evaluation purposes, are included. (JD)

ED 235 138 SP 023 054

Bobick, Bruce; Flippo, Rona F.
Study Guide for TCT in Art.
Georgia State Dept. of Education, Atlanta.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Art Education; *Art Teachers; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in art. It contains content objectives for the TCT in art and a list of references, organized to correspond to the six individual subareas of the test. These areas include: (1) elements and principles of art; (2) drawing and painting; (3) sculpture, printmaking, etc.; (4) film, ceramics, and photography; (5) careers and criticism; and (6) artists and their works. (JMK)

ED 235 241 TM 830 670

Bowman, Leonard J.; And Others

Evaluating General Education: An Empirical Method for Current Course and Program Assessment.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *College Programs; *Course Evaluation; Educational Objectives; *Evaluation Methods; *General Education; Higher Education; Liberal Arts; *Program Evaluation; Rating Scales; Student Attitudes; Teacher Attitudes

IDENTIFIERS- Marycrest College IA

The evaluation system described in this paper represents an attempt to provide objective, current, and course-specific evaluation of liberal education at Marycrest College, Iowa. This evaluation system uses a questionnaire to assess student perceptions of individual courses in relation to a set of general educational objectives determined by the college faculty. Results are then represented in a matrix which provides a pictorial summary of the total program's performance. Particular strengths and weaknesses can then become apparent: specific objectives are or are not strongly perceived as met; and particular courses are or are not perceived as living up to the teachers' expectations or to the program's needs. Specific recommendations can then be made with some empirical basis (though cautiously, since the questionnaire measures perceptions), and subsequent success or failure in improving course or program effectiveness can be empirically assessed. (BW)

ED 235 079 SO 014 998

Furuseth, Owen J.; Pierce, John T.
Agricultural Land in an Urban Society. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-149-2
PUB DATE- 82
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Abbreviations; *Agriculture; Food; Futures (of Society); *Geography Instruction; Higher Education; *Human Geography; Instructional Materials; *Land Use; *Preservation; Resource Materials; Social Change; *Urbanization
IDENTIFIERS- Canada; Environmental Protection; *Farmland; Land Conversion; United States

Intended for geography professors, researchers, and undergraduate students, this publication focuses on the important issues surrounding the urbanization of agricultural land, the assessment of the relative effectiveness of policy responses, and an assessment of opportunities for change in approaches toward farmland preservation. Emphasis is on agricultural land in Canada and the United States. There are seven chapters. The focus of chapter 1 is on urban growth and the competition for agricultural land, including a discussion of government intervention. Land conversion processes are discussed in the second chapter. Chapter 3 deals with land resources for food production, discussing how valuable farmland is defined, the agroclimatic resource index, existing and potential agricultural resources, and implications for the future. The fourth chapter treats the topic of agricultural land conversion. Planning to protect farmland and studies in farmland protection are the topics of chapters 5 and 6, respectively. The concluding chapter discusses agricultural land resources for the future. An appendix of commonly used acronyms and a bibliography are provided. (RM)

ED 235 159 SP 023 075

Fernandez, Raul; Flippo, Rona F.
Study Guide for TCT in Spanish Education.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Language Teachers; Preservice Teacher Education; *Program Content; Second Language Instruction; *Spanish; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is written for individuals preparing to take the Georgia Teacher Certification Test (TCT) in Spanish language instruction. It is emphasized that the TCT is designed not only to test the individual's ability in Spanish, but also to examine skill in the teaching of the language. Listed content objectives for the test are: (1) grammar; (2) usage (sentence structure); (3) Spanish history, geography, and literature; (4) writing and written translation; and (5) listening and oral skills. Each listing of content objectives is accompanied by a discussion about the rationale for the objective and recommended supplemental readings. (JD)

ED 235 175 SP 023 153

Penkivich, Robert R.
Defensive Tips in the War against Drunk Drivers.
PUB DATE- Aug 83
AVAILABLE FROM- Defensive Tips, P. O. Box 6033, Concord, CA 94524 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Accident Prevention; *Alcohol Education; Criminal Law; *Drinking; *Driver Education; *Drug Abuse; Health Education; Legal Education; Social Action; Social Attitudes; *Traffic Safety

The purpose of this book, written by a retired law enforcement officer, is to educate the public about drunk drivers, drinking drivers, and high-speed driving, in an effort to prevent injury, death, and suffering. It is intended to be an instructional manual and a practical, common-sense survival guide for the average individual. National statistics are presented on the prevalence of fatal accidents caused by drunk driving. Suggestions are made on how to spot and report a drunk driver, defensive driving and accident prevention, legislative issues pertinent to drinking and driving, and how to become actively involved in preventing drunk driving by social action. (JD)

ED 234 995 SE 043 160

Hayes, John R.
The Complete Problem Solver.
Franklin Inst., Philadelphia, Pa.
REPORT NO.- ISBN-0-89168-028-4
PUB DATE- 81
AVAILABLE FROM- Franklin Institute Press, 20th & Race Sts., Box 2266, Philadelphia, PA ($19.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Cognitive Processes; College Students; Creativity;

Decision Making; Educational Theories; Higher Education; *Logical Thinking; *Mathematical Applications; *Memory; *Problem Solving; Protocol Materials; Textbooks; Time Factors (Learning)

This book, designed for a college course on general problem-solving skills, focuses on skills that can be used by anyone in solving problems that occur in everyday life. Part I considers theory and practice: understanding problems, search, and protocol analysis. Part II discusses memory and knowledge acquisition: the structure of human memory, using memory effectively, and learning strategies. Part III concerns decision making: getting the facts straight, the luck of the draw, and cost-benefit analysis. Finally, part IV describes creativity and invention: cognitive processes in creative acts and how social conditions affect creativity. One appendix discusses the use of time, while a second appendix concerns probabilities. (MNS)

ED 235 064 SO 014 836

Character Education.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Citizenship Education; Elementary Secondary Education; *Ethical Instruction; Ethics; Legal Responsibility; Moral Issues; Moral Values; *Student Responsibility
IDENTIFIERS- *Character Education; PF Project

Thirteen books and articles, published between 1977 and 1982, and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this annotated bibliography for educators and the general public. The citations provide theory, ideas, and resources for character education in elementary and secondary schools. A brief section at the beginning describes the "character" that advocates of character education wish to develop in students. Topics include: goals defined by the California School Board's Task Force on Character Education; common questions related to character education; and methods for developing curricula that teach self-discipline, responsibility, and values with emphasis on legal, moral, and citizenship education. In addition to bibliographic information and the brief annotation, ERIC accession numbers are provided. (LH)

ED 235 209 TM 830 624

Hiscox, Michael D.
A Balance Sheet for Educational Item Banking.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Computer Assisted Testing; Cost Effectiveness; *Cost Estimates; *Educational Testing; Evaluation Methods; *Guidelines; *Item Banks; *Test Construction; Test Items

Educational item banking presents observers with a considerable paradox. The development of test items from scratch is viewed as wasteful, a luxury in times of declining resources. On the other hand, item banking has failed to become a mature technology despite large amounts of money and the efforts of talented professionals. The question of which group is correct is the subject of this paper. A balance sheet presents the advantages and disadvantages of item banking. Cost estimates for developing item bank tests are compared to costs for conventional test development in order to develop guidelines for the cost-effective application of item banks. Particular attention is paid to the role innovative technologies such as microcomputers and videodiscs might play in item banking.

The overall objective of this report is to provide a balanced report on the strengths and weaknesses of educational test item banking. (Author/PN)

ED 235 226 TM 830 647

Chafin, Ann E.
Setting a Standard for Standard Setting.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; Criterion Referenced Tests; *Cutting Scores; *Graduation Requirements; High Schools; *Minimum Competency Testing; *Quantitative Tests; State Departments of Education; *State Standards
IDENTIFIERS- *Maryland Functional Mathematics Test; Maryland State Department of Education; *Standard Setting

The problem of setting standards has always been an issue in the educational community. This paper offers an outline of one state's procedure for setting a passing score for a competency-based test in mathematics. The Maryland Functional Mathematics Test (MFMT) becomes a graduation prerequisite for the graduating class of 1987. The procedures used for gathering information for standard setting are very similar to the procedures developed by Richard Jaeger. The standard setting procedures were designed to meet the two key criteria of maximum participation and multiple types of information.

This political-judgmental approach allowed teachers, citizens, administrators, students and parents in the State of Maryland to offer a recommendation on the passing score. Sets of recommended performance standards for the MFMT were secured from 4,729 individuals with only slight differences among the standards recommended. The summaries of their recommendations formed the basis for the decision making by the State Superintendent of Schools. (Author/PN)

ED 235 273 UD 023 123

Gray, Polly; And Others
Florida History Curriculum Guide: Social Studies, Grade Four.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Development; Curriculum Guides; Economic Development; *Grade 4; Industrialization; Instructional Materials; Intermediate Grades; Lesson Plans; *Social Studies; *State History; United States History
IDENTIFIERS- Duval County School Board FL; *Florida

This curriculum guide for teaching the history of Florida is designed as a teaching unit in the Social Studies program for fourth graders in the Duval County Public Schools (Jacksonville). The central theme is "Our Widening World," and the primary idea is how conflict and interdependence brought about the growth and development of Florida. Lesson plans with estimated teaching times, primary and secondary ideas, objectives and suggested activities are

followed by an appendix containing additional materials for use in the classroom (maps, games and puzzles, limericks and a list of famous Floridians). (CMG)

ED 235 291 UD 023 144

Saul, Fran C.; Paris, Jalie
Physical Education Curriculum Guide. Second and Third Grades. 1977-78.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Curriculum Guides; Grade 2; Grade 3; *Gymnastics; *Movement Education; *Perceptual Motor Learning; Physical Activities; *Physical Education; Primary Education; Resource Materials; Skill Development; *Swimming

This physical education curriculum guide was developed for use in grade 2 and grade 3 in the Duval County Public Schools, Jacksonville, Florida. A short discussion of administrative policies is followed by a suggested yearly program and a listing of essential skills. The greater part of the guide is devoted to sections on (1) movement education; (2) perceptual-motor development; (3) gymnastics, stunts, and tumbling; (4) relays; (5) swimming and water safety; (6) classroom and/or inclement weather activities; (7) rhythms; and (8) additional activities. For each of these sections, concepts, subconcepts, objectives, and activities are given. In the section on perceptual- motor development, instructions for screening for perceptual-motor problems are provided. The guide ends with information on making equipment, lists of films for classroom use, and a 46-item list of reference books. (CMG)

ED 235 093 SO 015 019

Villarroel, Armando

Changing the Role of Adult Education Programs in Latin America.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; *Comparative Education; Continuing Education; Educational Change; *Educational Needs; *Equal Education; Foreign Countries; Latin American Culture; *Relevance (Education); Sex Discrimination; Social Change; Technology
IDENTIFIERS- *Distance Education; *Latin America

If adult education programs are to be successful, they must be relevant to the needs of their intended target audience and must have the potential to affect the status quo of Latin American women. In addition, these programs can be significantly enhanced by the effective operation of a distance education system. Apathy, lack of knowledge, and empathy, linked to the idea that the professional elites know what is best for the rest of the population, have been responsible for adult education programs that have produced frustration and, in some cases, resistance by the Latin American adult. Only to the extent that the activities offered by the adult education programs are important and relevant to the individual will the person continue to actively participate in them and encourage others to do likewise. Currently in Latin America, there are very often great differences in those adult education programs offered to women and those offered to men. So that women can become active participants in society, adult education programs which promote the social and economic participation of women should be implemented. Distance education--education via radio, television, etc.--is worth considering in Latin America because it is flexible and it has potential for reaching large sectors of the population. (RM)

ED 235 123 SP 023 014

Frazer, Gregory H.; And Others
Unanswered Research Questions in Health Education: A Delphi Study.
PUB DATE- 14 Oct 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Delphi Technique; *Educational Research; Elementary Secondary Education; Evaluation Criteria; *Evaluation Needs; Feasibility Studies; *Health Education; *Needs Assessment; Program Effectiveness; Research Methodology; *Research Needs

This study sought to identify the most important, unanswered research questions in health education. Respondents consisted of 21 health educators selected by a panel of experts. The research methodology employed was a three round Delphi technique in which participants were asked to identify five significant research questions in health education in the first round, and consequently rate those questions in rounds 2 and 3. The questions were then rated on the Likert scales of Importance, Desirability, and Feasibility. The question rated highest on the scale of Importance and Desirability was: "What are the critical factors which enhance or detract from successful implementation and maintenance of health education programs in schools and communities and do they change over time?" Highest on the Feasibility scale was: "What outcomes can we realistically expect school health education to achieve at the various stages of development (K-12)?" The areas which seemed most pertinent to future health education research included defining parameters of health education, quality of professional preparation, ethics of behavioral change strategies, evaluation and efficacy of health education, and methodology of health education. Tables are appended on the ranking of the 47 important unanswered research questions identified in the study, and on the 10 highest and lowest rated questions. (Author/JD)

ED 235 139 SP 023 055

Crawford, Donald L.; Flippo, Rona F.
Study Guide for TCT in Business Education.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Business Education; *Business Education Teachers; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification;

Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in business. The test covers five different facets of business: (1) business communication skills; (2) business math and accounting; (3) general business; (4) business and youth organization; and (5) information processing. This guide lists content objectives and suggested references for study in each of the five subareas. (JMK)

ED 235 192 TM 830 584

Smulyan, Lisa
Action Research on Change in Schools: A Collaborative Project.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Action Research; *College School Cooperation; *Educational Change; Educational History; Educational Researchers; Evaluation Methods; Research and Development Centers; Research and Instruction Units; *Research Methodology; Research Needs; Research Problems; Staff Development; Teacher Participation
IDENTIFIERS- *Collaborative Research

Action research, a term first used in the 1940's by Kurt Lewin, implies the application of tools and methods of social science to immediate, practical problems, with the goals of contributing to theory and knowledge in the field of education and improving practice in the schools. Collaborative action research suggests that each group represented in the process shares in the planning, implementation, and analysis of the research; and that each contributes different expertise and a unique perspective to the process. Problems in conducting collaborative action research include initiating a collaborative project between school and university; addressing the concerns of all participants; and participating in the processes of collaboration which occur between the project's inception and the production of its results. The Action Research on Change in Schools project proposes to examine the relationships among teachers' developmental stages, action research in schools, and individual teacher change. (BW)

ED 235 258 UD 023 098

Harris, J. John, III; And Others
A Legal and Historical Perspective on Suspension and Its Effect on Inequality in Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
GRANT- UGDEG-82-0810
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Black Students; Civil Rights; *Court Litigation; Due Process; Elementary Secondary Education; *Equal Education; Equal Protection; *Expulsion; *Minority Group Children; *Racial Discrimination; Student Rights; *Suspension

Of the 2 million children suspended from school each year, a disproportionate number are minority youth who, although they make up only 5 percent of the school population, comprise 40 percent of all suspensions and expulsions. The United States Supreme Court has issued several rulings to protect students from arbitrary and capricious imposition of penalties without due process of law. In its landmark ruling in "Goss v Lopez" (1975) the Court recognized students' rights to notification of charges against them; a hearing; and remaining in school until notification and a hearing, unless their presence was an immediate danger to life or property or was disrupting the educational process. Since then, however, the Court has moved to limit the scope of the Goss decision by creating an academic/disciplinary delineation and by refusing to assume the discretionary powers of school officials. The prospect of the Court providing further leadership to the lower courts at the present time seems remote. It is up to the schools to overcome what minority children see as an adversary relationship by formulating school disciplinary policies in terms that students understand. At the State level, safeguards must be built into a system where abuse of power can change the lives of children forever. (CMG)

ED 235 011 SE 043 265

Osborne, Roger; And Others
An Initial Framework. Learning in Science Project. Working Paper No. 1.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Mar 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Educational Needs; Elementary School Science; Elementary Secondary Education; Learning; *Research Design; Research Needs; *Science Curriculum; Science Education; *Science Instruction; Science Projects; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The aim of the Learning in Science Project is to: (1) investigate science teaching/learning at the Form 1 to 4 level (ages 10 to 14); (2) identify some of the key difficulties in this subject area; and (3) find ways of overcoming such difficulties. The project is seen both as an evaluative and a research project in that it is concerned with obtaining information for decision-making (evaluation) and is also concerned with attempting to identify those factors which influence learning. To this end three phases of evaluation/research are envisioned: exploratory (observing teaching/learning and identifying difficulties perceived by teachers, students, and trained observers); in-depth (examining teaching/learning of science topics/themes; emphasizing development of concepts, skills, and attitudes relevant to the topics/themes); and action-research (exploring possible ways of overcoming identified difficulties and problems). The types of investigations to be carried out during each of these phases, intended audience, how project outcomes will affect teaching, ethical considerations, and time constraints are discussed. The nature of the science curriculum is also discussed under four headings: official curriculum; teachers' curriculum (teachers' intentions); actual curriculum (teachers' actions); and students' curriculum (variety of experiences/influences on students themselves). (JN)

ED 235 024 SE 043 278

Osborne, Roger

Force. Learning in Science Project. Working Paper No. 16.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Aug 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Force; Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The inquiry reported focuses on problems/difficulties of learning about the concept of "force" through analysis and comparison of the nature and place of this concept in both "children's science" and "scientist's science." Data were obtained by the "interview-about-instances" procedure in which students were shown diagrams on cards which represented different instances (exemplars) and non-instances (non-exemplars) of the concept. The first section considers children's views of forces, analyzing them in terms of some common aspects of children's science identified from a variety of studies. These studies indicate that children are influenced by everyday use of the word and tend to have a human-centered view of the world and endow objects with human characteristics or endow abstract ideas with an almost material existence. The second section considers how a scientist's conception of force differs from that understood by children, followed by views of students who have been taught physics (including 100 college students). Interview cards used and a summary of other studies on force are included in appendices. (JN)

ED 235 037 SE 043 330

Jones, Natalie; Hughes, Wyn
Distillation. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Alcoholic Beverages; *Chemistry; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Fuel Consumption; *Fuels; Intermediate Grades; Laboratory Procedures; Power Technology; Science Education; Science Experiments; Science Projects; Secondary Education; *Secondary School Science
IDENTIFIERS- Alternative Energy Sources; *Distillation (Science); *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit consists of nine sections, beginning with an account of the local distillation of beer in Uganda using a homemade still. The measurement of specific gravity comes next, including class activities on making a simple hydrometer. The fractional distillation analysis of "enguli" (Ugandan fermented beverage) follows, with activities on using small experimental quantities. The next section, dealing with "alcohol power," is an account of how Brazil has made a national commitment to replace gasoline consumption with alcohol from sugar cane and cassava. The unit concludes with a discussion of how a Tanzanian student's interest in the alcoholic beverage (ulanzi) was developed into a useful science project. (JN)

ED 235 050 SO 014 821

Kaiser-Cook, Kay, Comp.
Notable Children's Trade Books in the Field of Social Studies. An Annotated Bibliography Compiled from April Issues of The Journal "Social Education," 1979-1983.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indians; Annotated Bibliographies; Art Education; Biographies; *Childrens Literature; Elementary Education; Fiction; Folk Culture; Handicrafts; Interpersonal Relationship; Language; Legends; Nonfiction; Religion; Self Concept; Social Problems; *Social Studies; United States History; World History
IDENTIFIERS- PF Project

Each April issue of the Journal "Social Education" contains an annotated bibliography of notable children's trade books in the field of social studies, evaluated and selected by the Book Review Subcommittee of the National Council for the Social Studies-Children's Book Council Joint Committee. This compilation represents a five-year cumulation (1979-1983) of this journal feature. The books listed emphasize human relations, present an original theme or a fresh slant on a traditional topic, and are highly readable. They are primarily for students in kindergarten through grade eight with suggested reading levels indicated for each book. The categories under which the books are listed are: (1) American history, culture, and heritage; (2) Native Americans; (3) world history and culture; (4) biographies and autobiographies; (5) folktales, legends, traditions, and religions; (6) contemporary interests and controversies; (7) understanding oneself and others; and (8) language, arts, and crafts. (EM)

ED 235 065 SO 014 839

The Equal Credit Opportunity Act . . . and Age.
Board of Governors of the Federal Reserve System, Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Age Discrimination; Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; Federal Legislation; High Schools; Laws; Legal Problems; Legal Responsibility
IDENTIFIERS- Credit Ratings; *Equal Credit Opportunity Act; Legal Information; PF Project

Designed for the general public and possibly suitable also for high school economics students, this pamphlet describes the provisions of the Equal Credit Opportunity Act. The act prevents age from being used as the basis to deny or decrease credit to those who otherwise qualify. The pamphlet presents general rules for rating an applicant: (1) a creditor may not refuse to consider retirement income when rating a credit application; (2) a creditor may not require the reapplication for or closing of an account upon reaching a certain age or retirement; (3) a creditor may not deny credit or close an account because credit-related insurance at certain ages is unavailable; and (4) a consumer 62 or older must be given at least as many points for age as any person under 62. Special considerations are noted, such as the law permitting creditors to consider information related to age that has a clear bearing on the person's ability and willingness to repay debt. The legal obligations of the creditor in the event that credit is denied are briefly described. The final section presents a list of names and locations of federal enforcement agencies which deal with questions concerning fair credit laws. (LH)

ED 235 107 SO 015 041

China under the Four Modernizations: Part 1. Selected Papers Submitted to the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.

Joint Economic Committee, Washington, D.C.

PUB DATE- 13 Aug 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05758-1, $7.50).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Agriculture; Communism; Demography; Economic Change; Economic Development; Foreign Countries; Industrialization; *Industry; Labor Force; *Military Organizations; *Modernization; Population Growth; Rural Areas; *Sciences; *Technology; Technology Transfer; Transportation; Urban Areas
IDENTIFIERS- *China; Elitism

The policies and performance of the post-Mao Chinese government (1976 to the present) in the four modernization areas of industry, agriculture, science and technology, and the military are examined. Realizing that the program to modernize the economy of the People's Republic of China, which was initiated by Mao's successors in 1977, was much too ambitious, the current Chinese leadership is in the process of adjusting, reorienting, and retrenching the four modernizations into something more pragmatic, realistic, and attainable. Included among the topics are: economic growth; major developments in the Chinese economy since Mao's death; how the Chinese transportation network has been expanded to meet economic needs; population growth and control; the different economic and social roles of the urban and rural labor forces; why Chinese modernization has not entailed urbanization; how key industries are adjusting to meet the needs of modernizing China; plans for reforming industry; rural industrialization; agricultural productivity; science and elitism; Chinese attitudes towards technology transfer; whether or not military modernization has remained in its position as last in priority; and resource allocation for the military. (RM)

ED 235 160 SP 023 076

McKay, Cuba S.; Flippo, Rona F.

Study Guide for TCT in Special Education: Mental Retardation.

Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Mental Retardation; Preservice Teacher Education; *Program Content; *Special Education; *Special Education Teachers; Student Characteristics; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for teachers preparing to take the Georgia Teacher Competency Test (TCT) in special education focusing on mental retardation. A list is provided of the content objectives for each subarea of the test: (1) special education core curriculum; (2) self understanding, careers, and life skills; (3) identification of the characteristics of mental retardation, assessment of potential, and student placement; and (4) individualizing instruction and understanding student needs. A bibliography of suggested readings accompanies each list of content objectives. The test format is described, and suggestions are made for developing study groups in a local school system or region. (JD)

ED 235 176 TM 830 359

McGurn, Wealtha Collins
Deriving a Standard Cost Base for Cost/Benefit Comparisons.
PUB DATE- 30 Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cost Effectiveness; Cost Estimates; Educational Facilities; Operating Expenses; *Program Costs; School Accounting

This paper presents a standard costing model appropriate for determining real costs of programs which are not entirely self-contained. Central to the model is the concept of allocation pools involving resources which are not attributable to a single program or program component, but whose costs must be shared by any given program which is part of an organization. The total costs of a program are categorized as direct, indirect, or inputed costs. Direct costs are readily available in any general ledger system. Indirect costs indicate the level of support of the project from the general organizational level and include program administration, academic support, institutional support, and plant operations. Inputed costs are those which are direct costs of other programs, projects, or schools; which are not charged to the program studied; and which are real assignable costs to the program. Inputed costs may include donated facilities or unpaid lecturers. Mathematical formulae for deriving the real cost of major categories of expenses, such as physical facilities and salaries, are described so that readers may use the model for their own needs. (BW)

Feldt, Leonard S.; Melican, Gerald J.

Interval Estimation of Omega Squared , the Proportion of Variance Associated with a Set of Fixed Treatments. Iowa Testing Programs Occasional Paper Number 32.

Iowa Testing Programs, Iowa City.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Analysis of Variance; Data; *Estimation (Mathematics); Mathematical Formulas; Research Design; *Statistics; *Tables (Data)
IDENTIFIERS- *Confidence Intervals (Statistics); Dependent Variables; *Variance (Statistical)

Experimenters sometimes wish to estimate for a particular dependent variable the proportion of total group variance that is associated with mean differences among fixed treatments or subject classifications. Hays (1981) represents this proportion by the parameter omega squared. A point estimate may be easily computed as a function of the number of treatments, the total sample size, and the mean squares between and within treatments. This paper presents tables which facilitate the construction of 90 or 95 percent confidence intervals for omega squared. (Author)

ED 235 274 UD 023 124

Hackenberg, Mary; And Others

Senior High School Earth Sciences and Marine Sciences.

Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; *Earth Science; High Schools; *Marine Biology; *Marine Education; Research Projects; Resource Materials; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; Space Sciences; Student Research

This guide was developed for earth sciences and marine sciences instruction in the senior high schools of Duval County, Jacksonville, Florida. The subjects covered are: (1) Earth Science for 10th, 11th, and 12th graders; (2) Marine Biology I for 10th, 11th, and 12th graders; (3) Marine Biology II, Advanced, for 11th and 12th graders; (4) Marine Science for 10th, 11th, and 12th graders; (5) Science Survey, Earth/Space for 10th, 11th, and 12th graders; and (6) Science Research, Advanced, for 11th and 12th graders. For numbers (1) through (5), the following are provided: notes to the teacher, performance objectives, course outline, key recommended instructional materials, and key to laboratory resources. In science research, students are expected to complete an independent research project and general recommendations are provided for this. (CMG)

ED 235 292 UD 023 147

Source Book for Health Education Materials and Community Resources.
Center for Disease Control (DHEW/PHS), Atlanta, Ga.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Alcoholism; Cancer; *Community Health Services; Diabetes; Disease Control; *Evaluation Criteria; Exercise; *Health Education; *Health Materials; Hypertension; *Information Sources; Nutrition; *Preventive Medicine; Referral; Smoking; Stress Management; Traffic Accidents

This book is primarily a guide and source directory to health education materials in 10 nationally recognized health risk areas: (1) stopping or reducing smoking; (2) improving nutrition; (3) controlling high blood pressure; (4) modifying alcohol intake or drinking habits; (5) increasing physical activity; (6) reducing stress; (7) detecting cancer in its early stages; (8) controlling diabetes mellitus; (9) improving or maintaining wellness; and (10) preventing traffic accidents. Designed to help people who deliver health education/risk reduction services, the guide includes background information on how to locate, select, and evaluate materials appropriate for specific clients, and a list of places providing such materials. The book also includes guidelines for finding and selecting other risk reduction services for a coordinated health promotion network within the community and a list of risk reduction programs to contact. The following appendices are included: a List of Formats and Definitions of Materials; Sources of Materials; Sources of Referral Program Information; Catalogs and Directories of Health Education Materials; Health Education Newsletters and Periodicals; a Bibliography; Blank Forms for Reproduction; and Examples of Applying the Methodology (for selecting and evaluating health materials). (CMG)

ED 235 080 SO 014 999

Vale, Thomas R.
Plants and People: Vegetation Change in North America. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO - ISBN-0-89291-151-4
PUB DATE- 82
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Botany; Change; *Environmental Influences; *Geography Instruction; Higher Education; *Human Geography; Instructional Materials; *Plant Growth; Resource Materials
IDENTIFIERS- Biogeography; *Human Impact; *Plants (Botany); Vegetation

General questions of vegetation change and the relationship between natural and human causes of plant disturbance are examined. The themes presented were treated by the author in a semester-long, college-level geography course. The book might be used as an outline for professors wishing to develop such a course, as a text for students, or as a supplemental reference for a more general course in biogeography or related fields. There are six chapters. Chapter 1 examines factors influencing vegetation and disturbance as a vegetation factor. Vegetation change is the focus of the second chapter. Chapter 3 discusses human impacts on vegetation, looking at changes in fire regimes, livestock grazing, logging, trampling, off-road vehicles, air pollution, construction activity, altered biota, abandonment of agricultural land, and purposeful manipulation. The effects of altered vegetation on environmental systems are examined in the fourth chapter. Historical and ecological sources for studying vegetation change are dealt with in chapter 5. The concluding chapter discusses vegetation change and human purpose. A bibliography is included. (RM)

ED 235 140 SP 023 056

Edwards, Edna Earl; Flippo, Rona F.
Study Guide for TCT in Communicative Arts.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Communication Skills; *Educational Objectives; Higher Education; Language Arts; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed as an aid to individuals taking the Georgia Teacher Certification Test (TCT) in communicative arts. Learning objectives are described for: (1) logical reasoning; (2) research; (3) written composition; (4) language; (5) communications media and careers; (6) literature; (7) reading; and (8) oral communications. Following the listed objectives, references for further reading are offered. (JD)

ED 235 210 TM 830 626

Pohland, Paul A.; Higbie, Virginia C.
Discovery or Defense: Teacher Evaluation Re-Conceptualized.
PUB DATE- 11 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Needs; Formative Evaluation; Models; Needs Assessment; *School Districts; Summative Evaluation; *Systems Approach; *Teacher Effectiveness; *Teacher Evaluation

The authors argue that most current modes of formative and summative teacher evaluation are fundamentally unproductive. Unproductiveness stems from focusing upon efficiency rather than effectiveness, post rather than future performance, individual rather than organizational performance, and authoritarian rather than collegial relationships. Reversing these foci seems appropriate. Doing so, however, suggests reconceptualizing teacher evaluation in the broader framework of systems theory. In this light, evaluation is located within the internal adaptive sub-system and functions as the intelligence arm of the school system. (Author)

ED 235 227 TM 830 649

Randhawa, Bikkar S.; Van Hesteren, Frank

School-Related Attitudes and Their Redundancy with Academic Achievement.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Affective Measures; Correlation; Elementary Education; Foreign Countries; Language Arts; Mathematical Concepts; Pretests Posttests; Reading Achievement; *Semantic Differential; *Student Attitudes; *Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *School Attitude Scale for Children

The development of a modified semantic differential measure of school-related attitudes of grades 3-6 children is described and its validation involving 99 children is reported. Each of the four scales of this measure, Attitude Toward-School, -Language Arts, -Teachers, and -Arithmetic, was found to be unidimensional. Internal consistency estimates were in the range .89 to .97 for the two administrations. Canonical correlations of the pre- and post-attitude measures with respect to the June, 1980 and June, 1981 Canadian Tests of Basic Skills (CTBS) Vocabulary, Reading, Language Arts, Mathematics Concepts, and Mathematics Problem-Solving scores were .42 and .41. Redundancy analysis indicated that only small amounts of redundant variances were accounted for in the pre- and post-data sets. Results are discussed from measurement and instructional perspectives. (Author)

ED 234 996 SE 043 161

Lester, Frank K., Jr., Ed.; Garofalo, Joe, Ed.

Mathematical Problem Solving. Issues in Research.

Franklin Inst., Philadelphia, Pa.
REPORT NO.- ISBN-0-89168-049-7
PUB DATE- 82
AVAILABLE FROM- Franklin Institute Press, 20th & Race Sts., Box 2266, Philadelphia, PA ($14.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; Information Processing; Logical Thinking; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Psychological Studies; *Research Needs; *Teacher Education
IDENTIFIERS- *Mathematics Education Research

This set of papers was originally developed for a conference on Issues and Directions in Mathematics Problem Solving Research held at Indiana University in May 1981. The purpose is to contribute to the clear formulation of the key issues in mathematical problem-solving research by presenting the ideas of actively involved researchers. An introduction provides an overview of each paper. The papers focus on the psychology of mathematical problem solving (R. E. Mayer), knowledge organization (E. A. Silver), implications from information-processing psychology, (D. J. Briars) building bridges between psychological and mathematics education

research (F. K. Lester, Jr.), measuring problem solving outcomes (G. A. Goldin), a model for elementary teacher training in problem solving (J. F. LeBlanc), applied problem solving (R. Lesh, and M. Akerstrom), a concept-learning perspective (R. J. Shumway), and a statement of issues (H. L. Schoen). (MNS)

ED 235 193 TM 830 585

Wilson, Mark

Adventures in Uncertainty: An Empirical Investigation of the Use of a Taylor's Series Approximation for the Assessment of Sampling Errors in Educational Research.

Australian Council for Educational Research, Hawthorn.

REPORT NO.- ACER-OP-17; ISBN-0-85563-469-3
PUB DATE- Apr 83
AVAILABLE FROM- The Australian Council for Educational Research, Frederick St., Hawthorn, Victoria, Australia 3122.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Data Collection; *Educational Research; Estimation (Mathematics); Guidelines; Mathematical Formulas; *Multivariate Analysis; Research Methodology; *Sampling; School Surveys; Statistics
IDENTIFIERS- *Approximation (Statistics); FORTRAN Programing Language; *Sampling Error; Taylors Theorem

This study investigates the accuracy of the Woodrüff-Causey technique for estimating sampling errors for complex statistics. The technique may be applied when data are collected by using multistage clustered samples. The technique was chosen for study because of its relevance to the correct use of multivariate analyses in educational survey research. To apply the technique the researcher must be able to write Fortran subroutines and must be able to ascertain a sampling error formula for a mean for whatever sampling situation is to be used (i.e. look up one of the standard texts). In return the technique will provide an estimate of the sampling error for any statistic which can be expressed in terms of a Fortran subroutine. Guides to numerical differentiation for the technique, and use of the technique and the writing of the Fortran subroutines are provided as appendixes to this paper. (PN)

ED 235 243 TM 830 674

Montague, William E.; And Others
The Instructional Quality Inventory (IQI): A Formative Evaluation Tool for Instructional Systems Development.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-31
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Evaluation Methods; *Formative Evaluation; *Instructional Development; *Instructional Materials; *Instructional Systems; Measurement Techniques; Military Training
IDENTIFIERS- *Instructional Quality Inventory

Reviewed is the development and evaluation of the instructional quality inventory (IQI), a systematic methodology for reviewing the three major products of the Instructional Systems Design process--objectives, test items, and instruction--before conducting student tryouts. The empirically based instructional design support system aids developers in choosing instructional alternatives based on cost/benefits and specific resource limitations. The objective of this report, which is intended for course designers and developers and those managing instructional development, was to describe the development and evaluation of the instructional quality inventory (IQI). The intent is to improve the quality of the materials, thereby increasing the effectiveness of later student tryouts. (PN)

ED 235 051 SO 014 823

British Columbia. Reference Series No. 25.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; American Indians; Area Studies; Climate; Communications; Cultural Background; Demography; *Economic Development; Educational Practices; Elementary Secondary Education; Foreign Countries; Forestry; Geographic Location; *Geographic Regions; *Government (Administrative Body); Industry; Land Settlement; *Natural Resources; North American History; Recreational Facilities; Transportation
IDENTIFIERS- *British Columbia; Canadian Government; Canadian Studies; PF Project; Political History

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of British Columbia and is suitable for teacher reference or student reading. A discussion of the province's history includes the early European explorers, Indian natives, and later fur traders and settlers. The building of the transcontinental railway, entry into the Canadian Confederation, and British Columbia's immigration patterns are briefly described. Also discussed are the province's multicultural population, geographic location, climate, forestry, mining, agriculture, fishing, energy, industry, transportation, international trade, government, education, arts and culture, and recreation. The economic importance of the province's mineral industry, mixed livestock and crop-farming, fishing, hydroelectric power, manufacturing, and international trade is also emphasized. The development of British Columbia's government is traced and its current policies are mentioned. In the final section, the province's labor force, educational facilities, cultural events, and recreational facilities are described. In addition, a simple map showing Canada's major cities and provinces is provided. (LH)

ED 235 094 SO 015 020

Bilhartz, Terry David
Good History vs. Bad History: The Changing Art of Book Reviewing.
PUB DATE- 6 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Book Reviews; Comparative Analysis; *Content Analysis; *Historiography; Social Science Research; Tables (Data); Trend Analysis; *United States History

A content analysis of 560 book reviews published in the "Journal of American History" over the past 30 years reveals changes in the criteria scholars use when evaluating works on history. Data were collected for several categories and then analyzed by computer. The paper begins with a discussion of distinguishing characteristics of reviews for each of the recent decades: (1) reviewers of the 1950's were less concerned with the scholastic contribution of the work and more concerned with its readability and narrative excitement; (2) 1960's reviewers devoted more space to critiquing rather than summarizing the book; (3) by the 1970's histories applying social science methods received high praise, and boldness in interpretation was lauded; (4) current reviewers expect histories to have a sharply focused and well-analyzed thesis. Reviews are then examined according to topic (military, political, and nonsocial histories); historic period (Gilded Age, early national, middle, Civil War, and modern eras), and genre (monographs and biographies). Next, the reviews are examined according to whether the reviewers were Senior scholars (born before 1900), Progressive Age historians (born 1900 to 1920), Depression historians (born 1920 to 1940), or Recent historians (born since 1940). The dates of both the reviewer's birth and the author's birth are also compared. Finally, the publisher and price of a book is compared to the kind of review it received, and the proportion of male to female reviewers is considered. (KC)

ED 235 108 SO 015 042

China under the Four Modernizations: Part 2. Selected Papers

Submitted to the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.
Joint Economic Committee, Washington, D.C.
PUB DATE- 30 Dec 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05798-0, $7.50).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communism; *Economic Development; *Economics; Foreign Countries; *Foreign Policy; *International Relations; International Trade; *Modernization
IDENTIFIERS- *China; Imports; Japan; United States

The politics and performance of the post-Mao Chinese government (1976 to the present) in the areas of foreign economic relations and Sino-American normalization are examined. Realizing that the four modernizations program for bringing up to date agriculture, industry, science and technology, and defense, initiated by Mao's successors in 1977, was too ambitious, China's current leadership is in the process of adjusting, reorienting, and retrenching the program into something more pragmatic, realistic, and attainable. Included among the topics discussed in this publication are: China's international trade and finance; China's capital construction and the prospects for foreign participation; China's hard currency export potential and import capacity through 1985; Sino-Japanese economic relations; China's grain imports; Chinese general agreement on tariff and trade; normalization of U.S. commercial relations with China; recent developments in China's trade practices; emerging functions of formal legal institutions in China's modernization; recent developments in China's treatment of intellectual property; U.S. firms in China trade; overcoming hindrances and impediments in U.S.-Chinese commercial negotiations; and the U.S.-China Joint Economic Committee. (RM)

ED 235 124 SP 023 016

Dierenfield, Richard B.
Classroom Disruption in English Comprehensive Schools.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Antisocial Behavior; *Behavior Problems; Classroom Techniques; Comparative Analysis; Corporal Punishment; *Discipline; Foreign Countries; Secondary Education; *Student Behavior; Student Teacher Ratio; Student Teacher Relationship; *Teacher Attitudes; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Great Britain; *United States

A comparative study was made of disruptive behavior in British comprehensive schools and American high schools. A survey was conducted in 41 British schools to obtain the opinions of teachers and administrators on severe discipline problems, causes of disruptive behavior, and possible solutions. There was general agreement that classroom disruption was viewed as a serious but not a critical matter by British school personnel. Major causes of disruptive behavior were considered to be both "unsettled home environment" and attitudes in society as a whole which foster anti-authoritarian behavior. High student-to-teacher ratio was also cited as a critical factor. There was substantial agreement that a good teacher is a crucial factor in classroom control. It was noted that the British "pastoral care programs," which stress social personal development of students under faculty guidance, were significantly effective in controlling disruptive behavior. It was further noted that the fact that British administrative personnel assume teaching duties, in addition to administrative work, had an impact on student behavior. Survey results are presented in tabular format. (JD)

ED 235 141 SP 023 057

Brown, Marvin M.; Flippo, Rona F.
Study Guide for TCT in Distributive Education.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Distributive Education; *Distributive Education Teachers; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in distributive education. The test covers nine subareas: (1) career development; (2) economics; (3) distribution; (4) selling; (5) market research; (6) operations; (7) management; (8) human relations; and (9) professional skills. This guide lists content objectives and suggested references for study in each of the nine subareas. (JMK)

ED 235 161 SP 023 077

Ensminger, E. Eugene; Flippo, Rona F.
Study Guide for TCT in Special Education: Professional Knowledge.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavior Problems; *Educational Objectives; Higher Education; Learning Disabilities; Preservice Teacher Education; *Program Content; *Special Education; *Special Education Teachers; Study Guides; *Teacher Certification; Teacher Qualifications;

Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals preparing to take the Georgia Teacher Competency Test (TCT) in Special Education: Professional Knowledge. The three categories covered by the test are learning disabilities, behavior disorders, and special education. A description of the test format is provided, and suggestions are made for taking the test. Suggestions are also made for developing study groups in a local school system or region. Readings and media resources are provided for use in reviewing for the objective groups in the test. Currently identified "Low Correct Response" competency objectives are listed. References are included, as well as a guide to members of the Georgia Learning Resource System/Child Service Centers. Subject areas covered in the test include: (1) population identificaton, assessment, and diagnosis; (2) normal development and learning theory; (3) instructional strategies; (4) instructional materials; (5) administrative alternatives; and (6) special education ancillary services. (JD)

Blakely, Craig; And Others
The Implementation of Disseminated Educational Innovations: Is the Modified RD&D Model Viable?
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- NSF-ISI-7920576-01

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Innovation; *Educational Research; Evaluation Methods; *Information Dissemination; *Models; Program Effectiveness; *Program Implementation
IDENTIFIERS- National Diffusion Network; *Research Development and Diffusion Model

The dissemination of successful educational innovations has long been a strongly supported policy in educational settings. Recent research developments have led to a debate as to the appropriateness of a centralized versus decentralized dissemination policy. The current research provided a test of the modified Research, Development and Diffusion (RD&D) model of innovation dissemination. Results clearly support the notion that a modified RD&D model is indeed feasible as a means of bringing about large scale educational change. Well specified programs were adopted and implemented within conservation developer-defined acceptable bounds of fidelity. The significance of the fidelity of implementation was addressed through its relationship with the degree to which the model program was reinvented at the local adopting site, the extent to which the program has become routinized at the local site and the effectiveness of the implementation at the local site. Policy implications were discussed. (Author)

ED 235 211 TM 830 631

Carsrud, Karen
ECIA Chapter 1. 1982-83 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-82.37
PUB DATE- Jul 83

LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Elementary Secondary Education; Federal Aid; *Migrant Programs; *Program Effectiveness; *School Districts; Standardized Tests; *Supplementary Education; Surveys
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

The Austin Independent School District presents a final technical report concerning its Chapter 1 and Chapter 1 Migrant Programs. Chapter 1 and Migrant Program Early Childhood (prekindergarten) students made impressive achievement gains that were even larger than last year's. However, students in grades 2-12 who have been served from 1 to 4 years by the Migrant Program did not make greater achievement gains from 1981 to 1982, or 1982 to 1983, than did other migrant students who have not been served. The high school Migrant Program has several weaknesses: (1) little focus on low-achieving students; (2) no discernible impact of the program on achievement; (3)considerable disparity among the number of students served by each teacher; and (4) a lower proportion of eligible students served than at the elementary and junior high levels. There is some evidence that extremely low-scoring Schoolwide Projects students (those few who are more than a year behind grade level) do not gain as much in some cases as comparable students in Regular Chapter 1 schools. The report discusses the programs in detail, and the appendices include descriptions of the instruments used in the regular Chapter 1 programs. (PN)

Heid, Camilla Ann
Correlation of Quantitative Suspension Data; Case Studies of Outliers.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)

DESCRIPTIONS- *Black Students; Case Studies; Elementary Secondary Education; *Equal Education; *Expulsion; Minority Group Children; *Racial Discrimination; *School Desegregation; Statistical Analysis; *Suspension
IDENTIFIERS- GINI Index of Dissimilarity; Special Student Concerns Projects

This paper analyzes data from 12 of 20 studies conducted by Special Student Concerns Projects; the projects were designed to eliminate the disproportionate number of disciplinary actions involving minority group students in schools that were in the process of desegregating. The statistical approach to the quantitative suspension data used in this study involved the correlation of the GINI Index of Dissimilarity with the total population, percent of the black population, percent of student suspensions, and percent of black suspensions as well as the correlations of the percent of the black population with the percent of black suspensions and the percent of student suspensions. Finally, the research procedure involved an analysis of the "outliers" using the case study method. It is concluded that to help reduce disproportionate minority suspensions, special attention should be given to the cooperative and open development of a set of behavioral expectations. The paper states that minority and majority parents, students, teachers, and administrators must agree concerning the behavior of students in school, and the rules must be uniformly enforced by all staff members. (CMG)

ED 235 275 UD 023 125

Adams, Yvonne H.; And Others

Elementary Science 1-6.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Anatomy; *Behavioral Objectives; Biology; Computer Science Education; Earth Science; Elementary Education; *Elementary School Science; Environmental Education; Health Education; Nutrition Instruction; *Resource Materials; Science Curriculum; Science Education; *Science Instruction
IDENTIFIERS- Instructional Management Systems

In this guide for teaching science in the Duval County Public Schools, Jacksonville, Florida, the following items are included for each grade level from one to six: (1) county-adopted resources; (2) supplementary resources; (3) scope and sequence; (4) primary ideas, secondary ideas, and performance objectives; and (5) correlation with Instructional Management System skills. First grade themes are science and the senses, observing and classifying, air and water, and plants and rocks. Second grade themes are seasons, sound and nutrition, light and motion, heat energy and magnets, and plants and animals. Third grade themes are living things, earth and the universe, machines and electricity, and nutrition and the human body. Insects, working structures, matter, the solar system, earth, and habitat/adaptation are fourth grade themes. In the fifth grade curriculum, cells and the environment, matter and energy, earth and weather, space exploration, and the human body are the topics covered. Living things, matter and energy, communication, interdependence, and computers are the topics given for the sixth grade science curriculum. (CMG)

ED 235 012 SE 043 266

Osborne, Roger; And Others
Focus on Experiments. Learning in Science Project. Working Paper No. 2.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Jul 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Process Education; Science Education; *Science Experiments; *Science Instruction; Scientific Attitudes; Scientific Concepts; Scientific Principles; *Secondary School Science; *Student Attitudes
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to science experiments. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good and bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations are presented in three sections: (1) introduction; (2) experimental work and the learning of facts, concepts, and principles; and (3) experimental work and the teaching of process skills (including such scientific attitudes as open-mindedness). Included are questions raised by the comments/observations presented, focusing on how frequently children really appreciate the problem being experimentally investigated, purpose of experimental work seen by teachers/students, and other areas. Also included and discussed are two measures which may alleviate some of the identified problems. (Extracts from observer's notes/transcripts are provided in a short appendix). (JN)

ED 235 025 SE 043 279

Stead, Beverley
Energy. Learning in Science Project. Working Paper No. 17.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Sep 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Energy; Energy Conservation; Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on the concept of "energy" held by 52 Form 1 to 6 students. Data were obtained by the "interview-about-instances" procedure in which students were shown diagrams on cards which represented different instances (exemplars) and non-instances (non-exemplars) of the concept. Section 1 discusses methodology. Section 2 considers important aspects of scientists' views of energy, including energy conservation, heat and work, and internal energy. Section 3 details various aspects of students' views about energy, while section 4 examines other aspects of students' answers to interview questions and their implications for teaching. Section 5 considers scientific perspectives that some students do have. Section 6 offers several suggestions, based on the finding that children have and tend to retain the everyday use of the word, for modifying/qualifying children's views to make them more scientific. Included in appendices are interview cards used (with a scientific description of the energy involved in each situation) and selected answers to the question "Where does energy come from?" (JN)

ED 235 038 SE 043 331

Jones, Natalie; Hughes, Wyn
Energy Convertors. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; Physics; *Power Technology; Quality of Life; Science Education; Secondary Education; *Secondary School Science; *Solar Energy; Water Resources; *Wind Energy
IDENTIFIERS- *Alternative Energy Sources; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit (which assumes students have previously been introduced to energy and its different forms) focuses on different types of energy convertors which can be related to the Third World. The introduction explains how unconventional energy courses may help Third World countries to improve their agricultural methods and living standards, proceeding with discussions of energy sources, importance of photosynthesis/plants, raising of water by muscle power, and other devices which make use of muscle power. Other types of energy convertors widely used in underdeveloped countries are the described, including water wheels, wind energy, and solar energy. The unit concludes with list of addresses to obtain detailed information to construct energy converts in the school laboratory. (JN)

The Equal Credit Opportunity Act and Credit Rights in Housing.
Board of Governors of the Federal Reserve System, Washington, D.C.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Civil Rights; Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; Equal Protection; Federal Legislation; High Schools; *Housing Discrimination; Laws; Legal Problems; Legal Responsibility; Social Discrimination
IDENTIFIERS- Credit Ratings; *Equal Credit Opportunity Act; Legal Information; PF Project

Designed for the general public and possibly suitable also for high school economics students, this pamphlet describes the provisions of the Equal Credit Opportunity Act. The act prohibits discrimination because of race, color, religion, national origin, sex, marital status, and age when applying for a mortgage or home improvement loan. The pamphlet presents general rules for lenders and specifically states that a lender may not: (1) discourage an applicant from applying for a loan; (2) refuse to make a loan to qualified applicants; (3) lend an applicant money on terms different from those granted another applicant with similar assets; (4) rely on a property appraisal based on the racial makeup of a neighborhood; (5) ask about childbearing plans; (6) refuse to consider reliable alimony, child support, or separate maintenance payments; (7) refuse to consider reliable income from part-time employment or public assistance; or (8) require another signature on a creditworthy applicant's loan. The legal obligations of the lender in the event that a loan is denied are briefly described. The Home Mortgage Disclosure Act, The Community Reinvestment Act, and the Fair Housing Act are also briefly described. The final section presents a list of names and locations of federal enforcement agencies which deal with questions concerning fair credit laws. (LH)

ED 235 228 TM 830 650

Rogers, Bruce G.
A Time Series Approach to the Longitudinal Study of Undergraduate Grades.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Grade Inflation; Grade Point Average; *Higher Education; *Longitudinal Studies; *Mathematical Models; Research Methodology; Undergraduate Students
IDENTIFIERS- *Time Series Analysis; Time Series Design

During the past 15 years, considerable attention has been given to a conspicuous longitudinal change in grading patterns in higher education. Commonly referred to as "grade inflation," the phenomenon has been perceived by some as seriously weakening the meaning of grades but by others as reflecting a positive tendency for students to select those courses which reflect their own ability. Researchers have continued to study the trends, but no models have yet been presented which explain the variations, across an extended time period, in terms of measurable independent variables. It was the purpose of this study to search for an explanatory model of longitudinal collegiate grade point average (GPA) data, using a time series methodological approach. Fifty-three years of GPA data from a midwestern university were analyzed with exogenous variables (changes in student ability, enrollment level, sex distribution, and the national economic status) and endogenous lagged variables. Only the enrollment level was found capable of explaining any significant part of grade variation. It was concluded that short term ex post facto studies may have limited value unless independent variables can be shown to have longitudinal explanatory power. (Author/PN)

ED 235 293 UD 023 148

Diamond, Sigmund
Historical Aspects of Bilingualism in the United States.
Columbia Univ., New York, N.Y. Center for Social Sciences.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Bilingualism; *Citizenship; *Culture Conflict; *Educational Policy; Ethnocentrism; Language Attitudes; Language Maintenance; *Language Role; *Political Socialization; Politics; Public Policy; United States History

Attitudes and policies toward bilingualism in the United States have always been affected by political considerations. Although controversy over bilingualism is political in principle, it is a particular kind of political controversy, that is, a manifestation of a new stage in the history of an even larger controversy over the meaning of citizenship. The history of doctrines of citizenship in the United States documents the conflict between citizenship--a status indicating equal and full membership in the body politic--and stratification--indicating the existence of something less than equality outside the realm of the polity. To the extent that language formally affects the process by which one may legally acquire citizenship or to the extent that an attitude toward language expresses prejudice toward the group using that language, members of the group may feel aggrieved that the equality implicit in their status as citizens is belied by the inequality of their lives. In the United States, the closeness of the relation between language and citizenship was intensified by two factors of history (1) the importance of immigration; and (2) the use of English as a major test for determining loyalty to what was seen at the particular time as American beliefs. The debate over bilingualism is, therefore, a manifestation of two larger controversies: the conflict between the equality of citizenship and the inequality of stratification, and the conflict between citizenship as full membership in the body politic and alienship as the status of those who are not or may not be admitted. (CMG)

ED 234 997 SE 043 162

Lochhead, Jack, Ed.; Clement, John, Ed.
Cognitive Process Instruc~~tion.~~ Research on Teaching Thinking Skills.
Franklin Inst., Philadelphia, Pa.
REPORT NO.- ISBN-0-89168-014-4
PUB DATE- 79
AVAILABLE FROM- Franklin Institute Press, 20th & Race Sts., Box 2266, Philadelphia, PA ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Cognitive Processes; *Educational Research; Elementary Secondary Education; Higher Education; Instruction; *Logical Thinking; *Mathematics Education; *Problem Solving; Research Methodology; *Science Education

A conference in June 1978 brought together approximately 50 faculty from various American universities to discuss issues related to cognitive process instruction. This book contains the papers from that conference, focusing on recent, innovative approaches to cognitive process instruction and recent research studies on thinking skills that have direct implications for such instruction. The research papers concern both methodology and studies on proportional reasoning, information processing, and problem solving. The teaching approaches concern general thinking skills, teaching science, and teaching mathematics. (MNS)

ED 235 081 SO 015 000

Smith, Christopher J.; Hanham, Robert Q.
Alcohol Abuse: Geographical Perspectives. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-166-2
PUB DATE- 82
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Alcoholism; Drinking; Drug Abuse; *Geography Instruction; Global Approach; Higher Education; *Human Geography; Instructional Materials; Prevention; Research Opportunities; Resource Materials; Social Science Research; Social Theories
Intended for geography professors, students, and researchers, this publication explores some topics in the area of alcohol use and abuse that are potentially suited for geographical research. There are four chapters. Chapter 1 introduces some of the more familiar arguments for and against alcohol consumption. The second chapter deals with the cultural context in which drinking occurs and reviews some of the geographical variations in drinking practices, from both a global and a national perspective. Chapter 3 discusses why people drink heavily and what happens when they drink to excess. Also reviewed in this chapter are some attempts to estimate the spatial prevalence of alcoholism and other alcohol-related problems in the United States. The concluding chapter reviews some of the theories of alcohol use and abuse and examines options available for prevention and control. A bibliography concludes the publication. (RM)

ED 235 244 TM 830 675

Mann, Gloria T.

The Mills Learning Methods Test: A Bibliography.

PUB DATE- 83
AVAILABLE FROM- Gloria T. Mann, Montvale Public Schools, Spring Valley Road, Montvale, NJ 07645.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Doctoral Dissertations; Educational Research; *Learning Processes; Surveys; *Tests
IDENTIFIERS- *Mills Learning Methods Test

This paper contains a 30-item bibliography pertaining to studies which have been conducted from 1955 to 1978 using the Mills Learning Methods Test (LMT). The studies were compiled through (1) a search of the literature, (2) correspondence with the Mills School, and (3) a survey of 200 institutions of higher learning as to works completed by graduate students using the LMT or a modified LMT. (PN)

ED 235 095 SO 015 021

Oakes, Jeannie; Sirotnik, Kenneth A.
An Immodest Proposal: From Critical Theory to Critical Practice for School Renewal.
California Univ., Los Angeles. Center for the Study of Evaluation.; California Univ., Los Angeles. Lab. in School and Community Education.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0012-P3
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; Educational Practices; Elementary Secondary Education; Higher Education; *Inquiry; *Research Methodology; Scientific Methodology
IDENTIFIERS- *Critical Theory; Dialectical Reasoning; Hermeneutics; Naturalistic Evaluation; Normative Philosophy

Dissatisfaction with schools results directly from the failure to explain, understand, and change educational practice within a critical theoretical perspective. School renewal and the potential for change must be based on critical inquiry--a technique which utilizes qualitative and quantitative empirical procedures as catalysts for formative, critical reflection. This methodological approach integrates three general orientations of systematic inquiry: the scientific method, naturalistic methodologies, and dialectical reason. "Doing" critical inquiry can be likened to wearing three hats at the same time: (1) a top hat representing critical inquiry, explaining and understanding only within a normative perspective that maintains a continued dialectic between schooling practices and human interests, (2) a middle hat representing hermeneutical/interpretive inquiry dedicated to understanding the conditions of schooling in the terms of historical and current school events and people's experiences of those events, and (3) a bottom hat representing empirical analytic inquiry and a dedication to the usefulness of descriptive (survey-type), experimental, and/or quasi-experimental methodologies to yield potentially valuable information. The content of critical inquiry cannot be determined by collaborators but must emerge from their interactions with those in the setting and consist of the reality of the setting itself. Two interconnected processes--exploration and action--constitute the activities of those involved in the change effort. (RM)

ED 235 125 SP 023 017

Study Skills: Study Your Way to Success. Kindergarten-6th.
Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Elementary Education; *Notetaking; Parent Role; Student Behavior; Student Improvement; *Student Motivation; *Study Habits; *Study Skills; Teacher Role; *Test Wiseness

This booklet provides a multi-curriculum collection of ideas and activities designed to improve the study skills of students in kindergarten through sixth grade. This collection of ideas and activities may be used to supplement learning activities in any classroom, and many of the booklet's pages may be duplicated for parent or student use. Suggestions are made on how parents and teachers may help students develop good study habits, and pointers are given for students on organizing profitable study time. The scope and sequence of study skills according to expected grade-level accomplishment are listed. Student activity pages are provided in the areas of study habits, taking notes, reports and projects, and test taking. An extensive bibliography of resources is included. (JD)

Pruitt, Linda H.; Flippo, Rona F.
Study Guide for TCT in Early Childhood.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Early Childhood Education; *Educational Objectives; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for those individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in early childhhood education. Educators from across the State of Georgia participated in the preparation of this guide. The TCT in early childhood education addresses seven areas: (1) art; (2) language arts; (3) mathematics; (4) music; (5) physical education/outdoor education/health; (6) science; and (7) social studies. The study guide provides content objectives and selected references for study in each of the seven subareas. (JMK)

ED 235 162 SP 023 078

Umberger, Forrest G.; Flippo, Rona F.
Study Guide for Teacher Certification Test in Speech and Language Pathology.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Hearing Impairments; Higher Education; Preservice Teacher Education; *Program Content; *Speech Handicaps; *Speech Pathology; Speech Therapy; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in speech and language pathology. The test covers five subareas: (1) fundamentals of speech and language; (2) speech and language disorders; (3) related handicapping conditions; (4) hearing impairment; and (5) program management and professional knowledge. A numbered list of selected references for study is provided in each of the five subareas. (JD)

Furst, Edward J.
Communicability of the Taxonomy of Educational Objectives for the Cognitive Domain.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Achievement Tests; *Classification; Cognitive Processes; *Diffusion (Communication); *Educational Objectives; Evaluation Methods; Instructional Materials; *Test Items; Test Validity
IDENTIFIERS- *Blooms Taxonomy; *Communicability

Enough evidence has accumulated on Bloom's "Taxonomy of Educational Objectives" for the cognitive domain to justify a review of its communicability. This article covers both published and unpublished studies as well as certain informal reports that bear on this property. It also examines possibilities for improving agreement among educators using this scheme or minor revisions. (Author)

ED 235 260 UD 023 100

Effects of the Administration's Fiscal Year 1984 Budget on Children and Youth. Hearing before the Task Force on Entitlements, Uncontrollables, and Indexing of the Committee on the Budget. House of Representatives, Ninety-Eighth Congress, First Session (March 9, 1983). Serial No. TF8-4.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

PUB DATE- 9 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTIONS- *Children; *Economically Disadvantaged; Federal Government; Federal Programs; *Financial Support; Food; Hearings; *Needs Assessment; Nutrition; Welfare Services; *Youth

IDENTIFIERS- *Aid to Families with Dependent Children; Congress 98th; *Entitlement Programs; Reagan Administration

In this report of a hearing on the effects on children and youth of President Reagan's proposed budget cuts of means-tested entitlement programs, Linda S. McMahon, Associate Commissioner of the Office of Family Assistance, and Robert E. Leard, Acting Administrator of the Food and Nutrition Service at the Department of Agriculture, present the President's funding requests and explain the reasoning behind the funding levels they are requesting. Areas to be funded are Aid to Families with Dependent Children; and the food stamp, school lunch, school breakfast, child care, summer food, women, infants and children, food distribution, and special dairy distribution programs. Analyses and critiques of the priorities set forth in the fiscal 1984 budget are presented by the following: Nancy Amidei, Director of the Food Research and Action Center; Dr. Leon H. Ginsberg, President of the American Public Welfare Association; Robert Greenstein, Director of the Center on Budget and Policy Priorities; and the Hon. Ted Weiss, Chairman of the Subcommittee on Intergovernmental Relations and Human Resources. The report also contains additional information submitted for the record by Amidei, Ginsberg, Leard, McMahon, the National Association of Home Builders, and Weiss. (CMG)

ED 234 998 SE 043 163

Whimbey, Arthur; Lochhead, Jack
Problem Solving and Comprehension. Third Edition.

Franklin Inst., Philadelphia, Pa.
REPORT NO.- ISBN-0-89168-048-9
PUB DATE- 82
AVAILABLE FROM- Franklin Institute Press, 20th & Race Sts., Box 2266, Philadelphia, PA ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Cognitive Processes; Language Skills; Logic; *Logical Thinking; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; Supplementary Reading Materials; Textbooks

This book is directed toward increasing students' ability to analyze problems and comprehend what they read and hear. It outlines and illustrates the methods that good problem solvers use in attacking complex ideas, and provides practice in applying these methods to a variety of questions involving comprehension and reasoning. Chapter I includes a test of analytical skills, and chapter II presents a posttest. Intervening chapters consider errors in reasoning, problem-solving methods, verbal reasoning problems, six myths about reading, analogies, writing relationship sentences, how to form analogies, analysis of trends and patterns, solving mathematical word problems, and a post test. Appendices present problems, solutions, and an answer key. (MNS)

ED 235 052 SO 014 824

Alberta. Reference Series No. 26.

Department of External Affairs, Ottawa (Ontario).

PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; Area Studies; Communications; *Cultural Background; Demography; *Economic Development; Educational Practices; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; Health Services; Industry; Land Settlement; *Natural Resources; North American History; Recreational Facilities; Transportation
IDENTIFIERS- *Alberta; Canada Manpower Training Program; Canadian Government; Canadian Studies; PF Project

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Alberta and is suitable for teacher reference or student reading. Separate sections discuss the history and population, the provincial government, the economy, transportation, communications, mineral resources, agriculture, manufacturing, forest products, culture, education, manpower policy and programs, health and social services, recreation and tourism, and future of Alberta. Specific topics include the province's oil production, early Indian and European occupation, population distribution, governmental structure, and growing economic development. A look at Alberta's transportation and communication networks is followed by a discussion of the province's petroleum, natural gas, and coal resources, successful crop and livestock production, and growing petro-chemical and forestry industries. Governmental support for multiculturalism, the arts, education, apprenticeship and employment programs, preventative health services, sports and fitness, and tourism is noted. The final section summarizes the province's optimistic future. In addition, a simple map showing Canada's major cities and provinces is provided. (LH)

ED 235 067 SO 014 842

Federal Reserve Glos'sa-ry.
Board of Governors of the Federal Reserve System, Washington, D.C.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Banking; *Consumer Economics; *Credit (Finance); *Economics Education; Financial Services; Foreign Countries; Glossaries; High Schools; International Trade; *Monetary Systems; Money Management
IDENTIFIERS- Electronic Funds Transfer; *Federal Reserve System; Finance; PF Project

Designed for the general public and possibly suitable also for high school economics students, this booklet briefly explains the terminology associated with general economic concepts about banking and the Federal Reserve System. Part 1 deals with financial regulators and institutions, including nondeposit intermediaries and depository intermediaries. Part 2 presents terms related to monetary policy, particularly those dealing with open market policy, discount policy, and reserve requirements. Part 3 deals with the nation's payments mechanism and includes terminology related to the distribution of currency and coin, check processing, wire transfer of funds, and the operation of automated clearinghouses that transfer funds electronically among depository institutions. The terms in Part 4 describe foreign banking transactions and institutions. Over 30 terms dealing with consumer credit, such as annual percentage rate, open-end credit, balloon payment, buydown, amortization, fixed rate, graduated payment, and negative amortization are described in the final section. (LH)

ED 235 109 SO 015 050

Ferber, Michael
NCSS Peace Studies Project: An Interim Report.
National Council for the Social Studies, Washington, D.C.
PUB DATE- Jan 83
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($1.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Instructional Materials; *National Defense; *Nuclear Warfare; Organizations (Groups); *Peace
IDENTIFIERS- USSR

This preliminary report of a National Council for the Social Studies (NCSS) project briefly assesses teaching materials related to peace and nuclear warfare. Covering elementary, secondary, and higher education, the materials discussed present a variety of activities, decision-making approaches, and analytical assessments of policies of many countries. Topics include crucial decisions of the nuclear age, history of weaponry, and imagining alternative futures. In addition to the specific curricula mentioned, four general resource guides published by national organizations are noted. Finally, several sources are listed which concentrate on the USSR and the Cold War. (KC)

ED 235 178 TM 830 390

Anderson, Janice K.
A Research and Evaluation Plan for the Elementary and Secondary Education Block Grant: Background, Issues, Plans.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Block Grants; Elementary Secondary Education; *Evaluation Methods; Federal Aid; *Program Evaluation; *Research Methodology; *Research Needs; *Research Projects; Scheduling
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

The purposes of this paper are (1) to describe background and current content of the Agenda for the United States Department of Education's assessment of the Chapter 2 block grant; (2) to stimulate discussion of the structure and approaches proposed; and (3) to solicit ideas and comments from state, local and university researchers. To meet these objectives, this paper is organized into background of the research and evaluation plan, the plan itself and a summary of purpose. The aspects of the development of the research and evaluation plan include the law and program structures, the organization of the work to develop and implement the plan in the Department of Education, and the body of advice and guidance received from outside the Department. The plan is included as Attachment 1. It divides issues into five categories, addressing implementation at three levels (Federal, State, local) and outcomes at two (accomplishment of general legislative goals and of specific State or local programmatic goals); lists when information will be available; shows sources of information in general terms; shows earlier ideas and changes; and emphasizes Department (or Federal) activities but shows applicability of other things under way as they become available. (PN)

ED 235 212 TM 830 632

Christner, Catherine A.
ECIA Chapter 1 Migrant: 1982-83 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-82.02; AISD-ORE-82.70
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Elementary Secondary Education; Federal Aid; *Migrant Programs; *Research Reports; *School Districts; *Standardized Tests; *Supplementary Education; Surveys

IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

The Austin Independent School District presents a final technical report concerning its Chapter 1 and Chapter 1 Migrant Programs. Chapter 1 and Migrant Program Early Childhood (prekindergarten) students made impressive achievement gains that were even larger than last year's. However, students in grades 2-12 who have been served from 1 to 4 years by the Migrant Program did not make greater achievement gains from 1981 to 1982, or 1982 to 1983, than did other migrant students who have not been served. The high school Migrant Program has several weaknesses: (1) little focus on low-achieving students; (2) no discernible impact of the program on achievement; (3) considerable disparity among the number of students served by each teacher; and (4) a lower proportion of eligible students served than at the elementary and junior high levels. There is some evidence that extremely low-scoring Schoolwide Projects students (those few who are more than a year behind grade level) do not gain as much in some cases as comparable students in Regular Chapter 1 schools. The report discusses the programs in detail and includes descriptions of the instruments used in the Migrant Program (Appendices A to L). (PN)

ED 235 229 TM 830 652

Villeme, Melvin G.; And Others

The Use of Student Background Variables, ACT Scores and GPA to Predict Performance on the Florida Teacher Certification Examination.

PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; *Grade Point Average; Higher Education; Predictive Measurement; *Predictor Variables; Standardized Tests; *Student Characteristics; *Teacher Certification
IDENTIFIERS- American College Testing Program; *Florida Teacher Competency Examination

Student background factors and college entry factors which might predict performance on the Florida Teacher Certification Examination (FTCE) were examined. The predictor variables, lower- and upper-level grade point average (GPA), American College Testing (ACT)-English, ACT-Math, ACT-Social Science, ACT-Natural Science, and ACT-Composite, were examined for their relationship to performance on the FTCE-Math, FTCE-Reading, FTCE-Professional Practices, and FTCE-Writing tests. Also examined was the relationship of race, sex, type of lower level college (community versus four-year college), educational major, and campus where degree was completed (Tampa versus regional campus) to FTCE performance. The sample included 400 University of South Florida graduates. Pearson correlations showed ACT-Composite and ACT-Social Science to be the best overall predictors of FTCE performance, and lower-level GPA the poorest. With the predictor variables at hand, stepwise regression accounted for the most variance for criterion variables, FTCE-Math and FTCE-Reading. It accounted for the least variance for the criterion, FTCE-Writing. A cross-validation being a random split on the population of scores produced R-squared values comparable to those generated for the entire population, thereby confirming the accuracy of the regression results reported. (Author/PN)

ED 235 245 TM 830 677

Nelsen, Edward A.; Ray, William J.
Observational Ratings of Teaching Performance: Dimensionality and Stability.
PUB DATE- Aug 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; Correlation; Data Collection; Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Interrater Reliability; *Observation; *Rating Scales; Secondary School Teachers; *Teacher Evaluation; Test Construction
IDENTIFIERS- *Teacher and Pupil Performance Ratings; *Unidimensionality (Tests)

The investigation examined relationships among scales for observing and rating teacher performance. Beginning teachers with varying levels of professional experience (2, 9, and 16 months) were rated by pairs of observers on two occasions. Intercorrelations across occasions fell between .5 and .8. Interrater agreement ranged between .5 and .9. Factor analyses revealed about 67 percent common variance among the scales. Two rotated factors characterized "direct instruction" and "classroom control" dimensions. The extent of unidimensional variance is discussed in relation to underlying "true" versus "attributional" (halo effects) sources of common variance. (Author)

ED 235 276 UD 023 126

Brinson, Gail; And Others
Junior High School Science.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Biological Sciences; *Biology; Course Descriptions; *Earth Science; Instructional Materials; Junior High Schools; *Physical Sciences; Resource Materials; Science Activities; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science

Science instruction is the topic of this guide developed for the junior high schools of Duval County, Jacksonville, Florida. The subjects covered are (1) Biology I, Advanced, for grades 9-12; (2) Earth/Physical Science, Advanced, for advanced 8th graders; (3) Earth/Physical Science, Advanced (Field Test), for advanced 8th graders; (4) Earth Science for 9th graders; (5) Life Science for 7th graders; (6) Life Science, Advanced, for advanced 7th graders; and (7) Physical Science for 8th graders. For each subject, the following are included: notes to the teacher, course objective and minimum performance objectives, course outline, key to county-adopted intstructional materials, and key to laboratory resources. For 9th-grade Earth Science, some instructional materials (laboratory reports and tests) are also provided. (CMG)

ED 235 013 SE 043 267

Osborne, Roger; And Others
Focus on Knowledge. Learning in Science Project. Working Paper No. 3.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Jul 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Concept Formation; *Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Force; Interviews; Language; Learning; Physical Sciences; Science Curriculum; Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science; Student Experience
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to science knowledge/concepts. The intent in presenting these comments/observations is not primarily to provide a balanced view of good and bad aspects for Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations focus on: (1) why basic ideas/concepts are not being acquired; (2) concepts and language (considering words having both popular and technical meanings, and the teaching of force); and (3) scientific knowledge and children's experience (considering statements based on established theory and those based on children's experience, and the lack of correspondence due to limitations in children's experiences). Questions raised from discussions of the comments/observations are included. Also included (in an appendix) are extracts from individual interviews in which students were asked their meaning of the word "force." (JN)

ED 235 026 SE 043 280

Happs, John
Particles. Learning in Science Project. Working Paper No. 18.
Waikato Univ., Hamilton (New Zealand).

PUB DATE- Oct 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Chemical Reactions; Cognitive Processes; Comprehension; *Concept Formation; Conservation (Concept); *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; *Matter; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Particles; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' thinking regarding their views on particles and particle behavior. Students (N=41) were individually interviewed while they observed four events: a burning candle; the neutralization of an acid; the precipitation of lead chloride; and the explosive oxidation of magnesium. During the data gathering procedure (interview-about-events), students described what they saw happening and explained what happened. Selected student responses for each of these four events are presented and discussed. Among the findings reported are those indicating that a significant percentage of students: do not appreciate the basic particulate structure of all matter; are confused by the word "particle" with its multiple meanings, and do not understand the words "atom" or "molecule" in a scientific sense; do not consider that weight (or particles) are necessarily conserved in chemical reactions; and prefer to talk about what is observable rather than talking about abstract molecular models of what is happening. (Additional examples of children's use of everyday language, human-centered viewpoint and attribution of human characteristics to inanimate objects are provided in an appendix). (JN)

Jones, Natalie; Hughes, Wyn

Fermentation. Third World Science.

University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.

SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Alcoholic Beverages; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; Laboratory Procedures; *Manufacturing; Microbiology; Physiology; Science Education; *Science Experiments; Secondary Education; *Secondary School Science
IDENTIFIERS- *Fermentation; *Third World Science Project; United Kingdom; Yeast

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with a discussion of the structure and fermentation activity of yeast (Saccharomyces), followed by an account of Pito brewing in Northern Ghana. Main concepts and processes arising from each step in the brewing procedure and the industrial manufacture of the beverage are included. The brewing of Kanchine (Zambian beverage) is then considered, including rules for drunkards. The unit concludes with four experiments focusing on anaerobic respiration and fermentation in yeast. Laboratory procedures, materials needed, and related questions are included for each experiment. (JN)

ED 235 082 SO 015 001

Szymanski, Richard; Agnew, John A.
Order and Skepticism: Human Geography and the Dialectic of Science. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-160-3
PUB DATE- 81
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Geographic Concepts; *Geography Instruction; Higher Education; *Human Geography; Instructional Materials; *Research Needs; Resource Materials; Social Influences; *Social Science Research
IDENTIFIERS- *Criticism; *Dialectical Reasoning

It is argued that when a discipline, such as human geography, overemphasizes order and neglects skepticism and criticism, the products of research are likely to be erroneous, misleading, and self-fulfilling in nature. The first three chapters present the core of the argument. Chapter 1 establishes the case for an order-skepticism dialectic. Chapter 2 discusses why much recent research in human geography has emphasized order. Chapter 3 suggests some social and institutional barriers to skepticism and criticism. Chapters 4, 5, and 6 comprise three case studies of research in human geography that illustrate the ways in which order is emphasized, with unfortunate results. The case studies show how geographers have uncritically accepted the concepts of hexagonal market areas, S-shaped diffusion curves, and rank-size relationships among urban places. The concluding chapter provides some conclusions and preliminary suggestions for improving the place of skepticism within human geography. A bibliography is provided. (RM)

Polidoro, J. Richard
Rebalancing the University: Will Physical Education Survive?
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; Cost Effectiveness; *Departments; Health Education; Higher Education; Long Range Planning; Needs Assessment; *Physical Education; Program Effectiveness; Program Evaluation; Recreation; *Reduction in Force; Resource Allocation; *Retrenchment
IDENTIFIERS- *University of Rhode Island

Targeted as an area of low priority and faced with proposed major reductions in both program and staff, the Department of Physical Education, Health and Recreation at the University of Rhode Island has been involved in an on-going fight for survival. In response to these attitudes, the Department first presented, to the University administration, a report of departmental functions pertinent to the stated mission of the University. Major emphasis was placed on the role health and physical education plays in meeting the health promotion and disease prevention needs of society. Focus was also placed on increasing health care costs and the need to provide increased support for health promotion. The Department asserted its unique role in delivering human services to the community, and its subsequent centrality to the University's stated mission. Data regarding application and admission patterns over the past 10 years indicated slightly increasing enrollments and a current full time faculty/student ratio of 1:130. Data from a variety of sources illustrated the quality of existing programs. Comparison with other regional institutions demonstrated the uniqueness of programs in the Department. Further exploration revealed that the program was cost effective, and that the University had a large financial commitment in the program. This paper reports upon the Department's continuing efforts to survive, and suggestions are made for action by university departments experiencing similar threats to their survival. (JD)

ED 235 163 SP 023 079

Schnittjer, Carl J.; Flippo, Rona F.
Georgia Teacher Certification Testing Program: Administration and Supervision Test. Study Guide and Information Handbook.
Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Qualifications; Administrators; *Educational Administration; *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; Supervision; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This handbook was developed for persons preparing to take the Georgia Teacher Certification Test (TCT) in administration and supervision. The subareas of the test are: (1) overview of leadership in education; (2) organizational and legal structures in education; (3) management of school operations; (4) personnel management; (5) instructional supervision; (6) curriculum development; and (7) social issues in school administration. The handbook contains a listing of the content objectives for each subarea with specific supplementary readings for each. Intent notes, designed to provide some elaboration as to the scope and aim of most of the objectives, are included as well as a numbered listing of selected reference materials which are also cross-referenced to the appropriate objectives. (JD)

ED 235 195 TM 830 590

Bangert, Robert L.; And Others
Effects of Coaching Programs on Aptitude Test Scores.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Tests; *Meta Analysis; Pretesting; *Program Effectiveness; Research Needs; Research Problems; *Scores; *Test Coaching
IDENTIFIERS- *Effect Size; *Scholastic Aptitude Test

A quantitative method, meta-analysis, is used to integrate research findings from a representative group of 38 coaching studies. Because different studies reported results on different scales, effect size was used to transform all results to a common metric. This meta-analysis showed that there are two distinct literatures on the effectiveness of coaching programs. The first is on the Scholastic Aptitude Test (SAT), and reports small effects from coaching. The second covers other aptitude tests and shows that coaching programs can have substantial effects. Studies that used a pretest yielded larger estimates of pure coaching effects than did other studies. This indicates that a pretest may be an important component in any program designed to prepare students for aptitude tests. Results support the conclusion that variation in study findings is only modestly predictable from study characteristics. (PN)

ED 235 294 UD 023 149

Pouncey, Susan
The Federal Law of Bilingual Education.
Columbia Univ., New York, NY. Center for the Social Sciences.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTIONS- *Bilingual Education; *Compensatory Education; Compliance (Legal); *Court Litigation; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Courts; *Federal Legislation; Federal State Relationship; *Limited English Speaking; State Government; States Powers
IDENTIFIERS- *Bilingual Education Act Amendments 1974; Civil Rights Act 1964 Title VI; Elementary Secondary Education Act Title VII; Equal Educational Opportunities Act 1974

Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974 impose an affirmative obligation on the states to rectify the language deficiencies of non-English-speaking students but do not specify a particular remedy, leaving it to State and local educational authorities to determine which programs, methods, or techniques constitute "appropriate" action. The Bilingual Education Act of 1974, by contrast, is a categorical statute, providing financial assistance in the form of direct grants to local educational agencies for the purposes of developing elementary and secondary school programs to meet the needs of limited-English-speaking school children. Until recently, the Federal courts, faced with suits challenging the legal sufficiency of existing programs under Title VI and EEOA, tended to favor bilingual education over other kinds of compensatory language programs. In keeping with the shifting mood of the country and the shifting policies of the executive branch, the courts have recently been giving the statutory language a more literal construction and have been refusing to infer Congressional intent to favor bilingual education over other kinds of "appopriate" programs. As a result, bilingual education is now viewed as a compensatory method of instruction which a school board may choose to implement in order to fulfill its Federal obligations or a court may impose on a school board which has failed to fulfill its obligations. It is not a deemed right or entitlement. (CMG)

ED 235 143 SP 023 059

Brooks, J. Carroll; Flippo, Rona F.

Study Guide for TCT in French.

Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; *French; Higher Education; *Language Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is specifically designed for those individuals preparing to take the Georgia Teacher Certification Test (TCT) in French language instruction. It covers four areas: (1) grammar; (2) usage; (3) history, geography, and literature; and (4) listening and oral skills. This guide provides prospective examinees with test content objectives, suggested readings matched to each objective, and other selected reference materials. (JMK)

ED 234 999 SE 043 164

Mathematics Curriculum Study. A Report of the Mathematics Curriculum Study Committee to the North Carolina State Board of Education.
North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Calculators; Computers; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Guidelines; Manipulative Materials; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving; Remedial Mathematics; State Boards of Education; State Departments of Education; Teacher Education; Teaching Methods
IDENTIFIERS- *North Carolina

A committee composed of students, parents, teachers, administrators, college/university persons, and representatives from business and industry carefully studied the mathematics curriculum in North Carolina public schools and formulated the recommendations contained in this report. It contains ideas, suggestions, and information resulting from examination of the present mathematics program, including surveys, school visits, interviews, speakers, and position papers, as well as the literature of mathematics education. Chapter 1 outlines the organization of the study, while chapter 2 describes the background status of mathematics education. Chapter 3 presents 20 recommendations and rationales for the elementary school mathematics program; chapter 4, 15 recommendations for the middle school program; and chapter 5, 21 recommendations for the secondary school program. Each recommendation relates to one or more of the following areas: content, expectations, staffing, instruction, technology, and articulation. Appendices list personnel involved in the study and a summary of activities. (MNS)

ED 235 068 SO 014 843

U.S. Currency. A Perspective of Its Role Today.
Board of Governors of the Federal Reserve System, Washington, D.C.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Banking; Consumer Economics; Economics Education; Federal Legislation; High Schools; Laws; *Monetary Systems
IDENTIFIERS- *Federal Reserve System; *Money; PF Project; United States

Designed for the general public and possibly suitable also for high school economics students, this pamphlet presents a brief overview of United States currency. Separate sections discuss the role of currency today, how the dollar has evolved, how the dollar got its name, laws concerning legal tender, types of currency in circulation, the meaning of the inscriptions appearing on currency, how currency reaches the public, why the amount of currency changes, how the note issue mechanism works, how much currency is in circulation, why banks are decentralized, and who owns and operates the Federal Reserve Banks. Specific topics include the earliest monetary statute (The Mint Act), the first coin struck by the U.S. government, present laws concerning the issuing of currency, and specific denominations of Federal Reserve notes. A look at the inscription "In God We Trust," the Treasury Seal, and the Susan B. Anthony dollar is followed by an explanation of the procedure currency undergoes before it reaches the public. An explanation of the note issue mechanism, the total amount of cash in the Federal Reserve System, and the decentralization of Federal Reserve Banks is provided. In addition, the role of the Board of Governors of the Federal Reserve System, and stock ownership by commercial banks of the Federal Reserve System are discussed. (LH)

ED 235 096　　　　SO 015 026

Patrick, John J.; Remy, Richard C.
Lessons on the Constitution: Supplements to High School Courses in American Government and American History.
Indiana Univ., Bloomington. Social Studies Development Center.; Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Change Strategies; *Constitutional History; Constitutional Law; Court Litigation; Decision Making Skills; High Schools; Lesson Plans; Primary Sources; Reading Materials; *United States Government (Course); *United States History; Units of Study
IDENTIFIERS- Constitutional Processes; Supreme Court

Designed to be used in combination with standard high school textbooks in U.S. history and government, these lessons on the U.S. Constitution can be used singly or in varying combinations and most can be completed in one or two class meetings. There are five chapters. Chapter I is an introduction for teachers. Chapter II includes lessons about the origins and purposes of the U.S. Constitution. The third chapter contains lessons about principles of governmental organization and power in the Constitution. Chapter IV has lessons that feature formal and informal means of constitutional change. The fifth chapter contains 20 digests of landmark Supreme Court cases. Worksheets containing questions to help students analyze the cases are provided. Students are expected to read and answer questions regarding the lesson selections, which include short readings, case studies, and primary source materials. They also read and discuss books, view films, and clarify their own decisions and analyze the decisions of others by filling in a chart known as the "decision tree." Each lesson contains materials for students and lesson plans and notes for the teacher. Lists of additional print and nonprint materials are also provided. (RM)

ED 235 110 SO 015 052

Economic Education. Curriculum Guide. Kindergarten-12. Revised Edition.
Oklahoma Council on Economic Education, Oklahoma City.; Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business Education; Career Education; Citizenship Education; Consumer Education; *Economics Education; Elementary School Curriculum; Elementary Secondary Education; Geography Instruction; Gifted; Interdisciplinary Approach; Learning Activities; Secondary School Curriculum; *Sequential Approach; *Spiral Curriculum; State Curriculum Guides; State History; Teaching Methods; United States Government (Course); United States History
IDENTIFIERS- Computer Uses in Education; Economic Awareness

The document offers practical and motivating techniques for helping students achieve economic literacy. The activities are designed to develop competency for effective citizenship as a consumer, a worker making occupational choices, and a voter on socioeconomic issues. The material in the elementary section discusses economic wants, scarcity and the need for decision making, production, the need for an economic system, consumption, the role of money, the market economy of the United States, the economic role of the government in the American economy, economic growth and price stability, and the United States and the world economy. The material in the secondary section discusses American government and history, basic business, consumer economics, geography, Oklahoma history, and career decisions. The sequence of material at both levels encourages the spiraling of economics education learning while integrating related subject areas. Other special features include activities for the gifted and talented and for student use of microcomputers, a brief overview of the economic education understandings related to each subject area, definitions and a glossary of terms, a brief listing of relevant economic education activities, annotated and grouped according to the economic ideas involved, a brief listing of selected supplementary materials listed at the end of each subject area, and examples and illustrations that can be easily duplicated for student use. (LH)

ED 235 179 TM 830 392

Lynch, Cecelia Kuznak

The Relationship between Selected Normative Variables, Performance Variables and High School MCT Scores.

PUB DATE- May 82

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTIONS- Academic Ability; Age; *Basic Skills; Data Analysis; Grade Point Average; High Schools; *Minimum Competency Testing; Multiple Regression Analysis; *Predictor Variables; Race; School Districts; *Scores

This study was conducted using archival data for 300 students of the graduating class of 1980 in a public school system which had a minimum competency testing (MCT) program. Data on normative variables (age, sex, race, and ability test scores) and performance variables (high school course of study, grade point average, absenteeism, and truancy) were collected and analyzed to determine the relationship between the variables and high school MCT scores. A significant relationship was found to exist for Language Arts and Reading MCT scores district-wide on designated test administration dates; a similiar relationship was found across all basic skill area MCTs across high schools. Although in several predictor equations, the variable course of study carried negative weights, the relative magnitude of the partial regression coefficients for course of study indicated the degree to which each course of study enhanced MCT scores. Other variables which appeared as statistically significant predictors of MCT scores were GPA, race, ability test scores, and age for district-wide MCT scores on designated test administration dates. By high school, other variables which appeared as statistically significant predictors of MCT scores were GPA, race, ability test scores, sex, age, and absenteeism. (Author/PN)

ECIA Chapter 1 Program: 1982-83 Evaluation Report. Report No. 11:06:82/83:108 wp:5899.
Phoenix Union High School District, Ariz. Research Services.
PUB DATE- 13 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Gains; Educational Legislation; *Educationally Disadvantaged; *Federal Aid; Low Income Groups; School Districts; *Supplementary Education; *Test Results
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Phoenix Union High School District AZ

This is a report of the testing results of the 1982-83 Chapter 1 program in the Phoenix Union High School District, Arizona. The average Normal Curve Equivalent (NCE) gains in the District's Chapter 1 Programs showed the students gained more knowledge in each subject than similar students across the nation. However, in some subjects the students this year did not do as well as students last year. The NCE gains in English/writing were lower this year than gains last year. Reading and mathematics NCE gains showed an increase over last year's gains. The average monthly NCE gains in the Continuing Education Center's Chapter 1 Programs showed the students gained more knowledge in all subjects--reading, English/writing, mathematics, and social studies--than similar students across the nation. NCE gains in reading, English/writing, and mathematics were higher this year than last year. Last year's NCE gains in social studies are not available. The average student gained more than 1 month's knowledge for each month in class in all subjects. The Chapter 1 Programs in the private schools showed the students gained more knowledge in each subject than similar students across the nation. (PN)

ED 235 246   TM 830 679

Kulick, Edward

Presentation and Evaluation of a Regression Based Item Bias Detection Technique.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Correlation; Cost Effectiveness; Data Analysis; Difficulty Level; *Regression (Statistics); *Research Methodology; *Test Bias; Test Items
IDENTIFIERS- Biserial Correlation

This paper presents a promising new item bias detection technique that derives practical appeal from its simplicity and economy, and provides data relating to the method's consistency across samples. The proposed regression on item characteristics (RIC) method is a straightforward and inexpensive approach to the study of item bias, based on transformed item difficulties and biserial correlations. It seems particularly well suited for situations of limited resources.

It has certain methodological advantages over several competitors apt to be used in similar situations. The RIC method uses multiple regression to predict differences in group performance. Items identified by the proposed method as possibly biased are those items exhibiting group differences which cannot be accounted for by item difficulty, item discrimination, or overall group differences in ability. Results from this study suggest that the RIC method is a promising tool for item bias research although its consistency on small samples (N=125) has yet to be demonstrated. (Author)

ED 235 261 UD 023 101

Saltman, Juliet
Neighborhood Change: Theories, Realities, Prospects.
PUB DATE- 83
AVAILABLE FROM- National Neighbors, 815 15th Street, N.W., Suite 525 A, Washington, D.C. 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Change Strategies; Community Change; *Community Organizations; *Desegregation Methods; *Maintenance, Models; *Neighborhood Integration; Racial Attitudes
IDENTIFIERS- Hunter (Albert); Ohio (Akron)

This study of one neighborhood stabilization effort is based on interviews with 312 residents of an Akron (Ohio) neighborhood which changed from 11 percent to 57 percent black in the past decade. The results of the survey of residents' concerns in this racially changing neighborhood confirmed Hunter's theory that organizations (in this case, The West Side Neighbors) can create a sense of community when none exists in transitional neighborhoods. Three indexes, not previously linked, indicated facility use, neighboring, and neighborhood satisfaction. The data were analyzed qualitatively as well as quantitatively. Though facility use showed a decline by white residents, neighboring and satisfaction levels were high. Two theoretical explanations of these high levels are a model of resident types, and an empirically validated link between knowledge of the neighborhood organization and perceptions of the neighborhood's future. It is concluded that more than the work of a neighborhood stabilization organization is needed to maintain an integrated urban neighborhood, and a comprehensive strategy for achieving stabilization in such areas is outlined. (Author/CMG)

ED 235 277 UD 023 127

Maida, Al; And Others
Senior High School Biological Sciences.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Anatomy; *Behavioral Objectives; *Biological Sciences; Biology; Course Descriptions; Ecology; High Schools; Physiology; Research Projects; Resource Materials; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Student Research; Zoology

Instruction in the biological sciences is the topic of this guide developed for high schools in Duval County, Jacksonville, Florida. The subjects covered are: (1) Anatomy and Physiology for 10th, 11th, and 12th graders; (2) Biology I for 10th, 11th, and 12th graders; (3) Biology I, Advanced, for 9th, 10th, 11th, and 12th graders; (4) Biology II, Advanced, for 11th and 12th graders; (5) Ecology for 10th, 11th, and 12th graders; (6) Science Survey, Biological, for 10th, 11th, and 12th graders; (7) Zoology for 11th and 12th graders; and (8) Science Research, Advanced, for 11th and 12th graders. For numbers 1-7, the following are provided: notes to the teacher,

performance objectives, course outline, key to recommended instructional materials, and key to laboratory resources. In Science Research, students are expected to complete an independent research project, and general recommendations are provided for this course. (CMG)

ED 235 027 SE 043 281

Stead, Keith; Osborne, Roger
Friction. Learning in Science Project. Working Paper No. 19.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Sep 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Motion; Physics; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- Friction; *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' thinking regarding their views on friction. Students (N=47) were individually interviewed using a variation of the interview-about-instances procedure. Ten cards (included in an appendix), each illustrating a single situation where friction may or may not occur, were shown to students to elicit their views. These views are presented and discussed under the following headings: friction and force; friction and reaction; friction and movement; friction and energy; friction and solids, liquids, and gases; friction and electricity; friction and particles; and friction and the world in which we live. Additional views presented and discussed focus on friction as it relates to: children's everyday language; self-centered and human-centered viewpoints; animistic views; reified views; and the non-existence of non-observables. General conclusions (such as a close association between friction and rubbing) and questions for further study are included. Additional materials (in appendices) include a scientist's explanation of information on the interview cards, student views on how rubbing makes electricity, and survey questions used to gain indications of the prevalence of selected ideas related to friction. (JN)

ED 235 040 SE 043 333

Jones, Natalie; Hughes, Wyn
Housing. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Building Design; *Building Plans; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; *Housing; Intermediate Grades; Models; Science Activities; Science Education; *Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- Africa; Sri Lanka; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with a brief survey of rural, traditional building and associated problems, using Datoyili (Northern Ghana) as an example of a loosely nucleated settlement of single-story huts. A plan of the village, chief's compound, and interior of chief's hut are included. Scientific concepts involved in building are then considered, such as advantages of cylindrical huts related to direction of sun's rays and use of the thatched roof as non-conductor of heat. Mathematical exercises related to these topics are included. Additional sections focus on construction/comparison of round/rectangular houses, importance of using local labor/materials in constructing houses, and other topics. The unit concludes with illustrated instructions for making models of round huts and rectangular dwelling. (JN)

ED 235 053 SO 014 825

Saskatchewan. Reference Series No. 27.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 052, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; Area Studies; *Cultural Background; *Economic Development; Elementary Secondary Education; Foreign Countries; Forestry; *Geographic Regions; Land Settlement; *Natural Resources; North American History; Physical Geography
IDENTIFIERS- Canadian Studies; Metis (People); PF Project; *Saskatchewan

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Saskatchewan and is suitable for teacher reference or student reading. Separate sections discuss history, economy, oil, uranium, potash, coal, minerals and metals, agriculture, forestry, tourism and recreation, arts and culture, and people. Specific topics include the province's topography; physical settings; early occupation by Paleo Indians, Metis, and Europeans; and economic and political development. Oil, uranium, potash, coal, sodium sulphate, and metal-ore production are noted as resources essential to Saskatchewan's economic and industrial wealth. The importance of wheat production, cattle-raising, forestry, trapping, commercial fishing, and tourism is also emphasized. The region is described as rich in arts and cultural heritage with its mixture of cultures and growing reputation as a center for the arts. The final section describes the ancestral origins of the people and pays tribute to the province's pioneer heritage. In addition, a simple map showing Canada's major cities and provinces is provided. (LH)

ED 235 144 SP 023 060

Austin, John; Flippo, Rona F.
Study Guide for TCT in German.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; *German; Higher Education; *Language Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in German language instruction. The test is divided into four subareas: (1) grammar; (2) usage; (3) history, geography, and literature; and (4) listening and oral skills. This study guide includes a listing of the specific content objectives for each of the four subareas, followed by titles of suggested reference and review materials. (JMK)

ED 235 164 SP 023 083

Aiello, Barbara
The Slow Learner and Retarded Child in the Regular Class.
American Federation of Teachers, Washington, DC. Teachers' Network

for Education of the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G007901295
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Class Activities; Classroom Techniques; Elementary Education; Individualized Instruction; *Mainstreaming; *Mild Mental Retardation; Parent Teacher Cooperation; Peer Acceptance; *Slow Learners; *Student Characteristics; Teacher Attitudes; Teacher Role; *Teaching Methods

This handbook offers suggestions for teachers who have children with learning disabilities or mild mental retardation in their regular classrooms. A brief discussion is presented on practical issues regarding mainstreaming and on the potentials and future opportunities for retarded individuals. Procedures for preparing nonhandicapped children to accept a handicapped classmate are described. The teacher's obligations in working with special education teachers and parents in developing an individualized education program are pointed out. Specific class activities and games modified to encourage participation by slow learning and/or retarded children are described. Curriculum suggestions are also offered for older retarded children in the areas of mathematics, literature, reading and study skills, social studies, and written reports. Bibliographic information is included on readings for children, teachers, and parents. Supplementary educational resources are listed. (JD)

Interpretation of Achievement Level Test Reports.
Portland Public Schools, OR. Evaluation Dept.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Achievement Tests; Elementary Secondary Education; Glossaries; School Districts; *Scores; Statistical Distributions; *Test Interpretation

IDENTIFIERS- *Portland School District OR

The reports that teachers receive from the Portland (Oregon) Public Schools Achievement Level Testing Program are planned to help them to see how each individual student is doing, which students need help, and how the class is performing as a whole. The information enables teachers to focus on special needs and problem areas, and also to see an overall picture of achievement. Several sets of reports are issued. The Student Report give total test information for each student by class. The two Goal Reports (1) list individual students and describe each student's performance on every goal in a test, and (2) the same information rearranged for convenience in identifying instructional groupings. The Parent-Teacher Conference Report is designed to help the teacher discuss a child's test scores during conference time. This document describes each report, and provides information on interpreting individual test scores, class test scores, and total grade test scores. A brief glossary of measurement terms is also provided. (BW)

ED 235 230 TM 830 653

Arocena, Martin; Curtis, Jonathan J.
Gifted and Talented Program, 1982-83. Final Technical Report and Appendixes .
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-82.41; AISD-ORE-82.72
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academically Gifted; *Data Collection; Evaluation Methods; Independent Study; Inservice Education; Intermediate Grades; Professional Training; *Program Evaluation; *School Districts; *Special Education; Study Skills
IDENTIFIERS- *Austin Independent School District TX

During the 1982-83 school year the Austin Independent School District served 2,212 students in grades Kindergarten-12 with 173 programs of gifted and talented education in 23 subject areas. This report is a description of the Gifted and Talented Program of the District and a summary of the major evaluation findings for the 1982-83 school year. This includes a summary of the identification procedures, curriculum development, evaluation tasks, parental involvement, and inservice training. The evaluation findings are presented, as appendixes, in the accompanying Program Component. This section contains the purpose of, procedures for, and findings from each instrument employed in the collection of data relevant to the major decisions and evaluation questions. It includes (1) independent studies evaluation form, (2) leadership program, (3) workshop evaluation form, (4) teacher survey, (5) administrator survey, (6) parent survey, (7) student survey, and (8) activities of the gifted and talented education teachers. The appendixes are included to be used as a technical reference for those interested in replicating or studying the research and evaluation associated with the project. (PN)

ED 235 014 SE 043 268

Tasker, Ross; And Others
Focus on Topics. Learning in Science Project. Working Paper No. 4.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Aug 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Biology; Chemistry; *Course Content; *Curriculum Development; Difficulty Level; Elementary School Science; Elementary Secondary Education; Interviews; Language Skills; Learning; Mathematics Skills; Physics; Science Curriculum; Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to problems/difficulties with science topics (or aspects of science topics) of the Form 1-4 science syllabus. The intent of presenting these comments/observations is not primarily to provide a balanced view of good and bad aspects for Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations focus on topics in general, considering difficulties involving concepts, language/mathematics skills, time, and resources and/or conditions. Additional comments/observations related to difficulties in biology, physics (radiant energy, forces/force, motion/mass, electrical energy, astronomy), and chemistry (matter, mixtures), are presented in an appendix. Three questions are posed based on the comments/observations. Questions consider whether particular problem topics, aspects of topics which are a problem, or themes which occur over a number of topics should be identified and studied. (JN)

ED 235 083 SO 015 002

Calzonetti, Frank J.; Eckert, Mark S.
Finding a Place for Energy: Siting Coal Conversion Facilities. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-147-6
PUB DATE- 81
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citizen Participation; *Coal; *Energy; Facilities; *Geographic Location; *Geography Instruction; Higher Education; *Human Geography; Instructional Materials; Models; Resource Materials
IDENTIFIERS- *Energy Conversion; Energy Development; Energy Sources; Locational Analysis; Location Theory

The process of identifying, licensing, and developing energy facility sites for the conversion of coal into more useful forms is the focus of this book, intended for geography students, professors, and researchers. The use of domestic coal resources will ameliorate U.S. dependency on imported fuel. However, because coal is a bulky, dirty fuel requiring more effort than most people accustomed to automated central heating systems are willing to expend, coal conversion is a virtual necessity. Chapter 1 discusses problems in energy facility siting. The impacts of coal conversion are examined in the second chapter. Specifically discussed are the components of coal conversion facilities: coal-fired power plants, coal liquefaction plants, and coal gasification plants; best-fit location planning; coal resource transportation systems; and the distribution of impacts. Chapter 3 looks at permits and approvals. The distinction between centralized and decentralized energy development strategies is the focus of the fourth chapter. How industrial location models can serve an important purpose in energy facility siting is discussed in the fifth chapter. Chapter 6 examines how to analyze siting options using site screening methods and spatial allocation models. Citizen involvement is also discussed. Adjusting patterns of development and regional shifts in energy supply are the topics of the concluding chapter. A bibliography is provided. (RM)

ED 235 127 SP 023 026

Robbins, Stephen B.
Self-Concept and Role Modeling: Their Relationships to Secondary School Physical Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; *Athletic Coaches; Behavior Theories; Competition; *Concept Formation; Developmental Psychology; *Physical Education; *Physical Education Teachers; Role Models; Secondary Education; *Self Concept; Student Characteristics; Student Motivation

Theories of Piaget, Erickson, Freud and other behavioral psychologists are reviewed in an explanation of the development of adolescent self-concept. The implications, for the physical education teacher or athletic coach, of the adolescent's self-consciousness and egocentricity are discussed. It is suggested that the physical education teacher is perceived by the adolescent as a role model and that the teacher must be aware that he or she mirrors, through behavior, the intrinsic worth of sport and competition in society. It is also suggested that the teacher is an important catalyst for providing effective self-discovery for the adolescent through play, games, and movement experiences. In a cautionary statement, it is pointed out that students enter into athletic activities with high intrinsic motivation and that grading and awards systems may decrease the strength of this internal motivation and strengthen the need for external rewards. Suggestions are made for enhancing the adolescent need for self-expression and creativity through the enjoyable activities of play and the socialization potential in team sports. (JD)

ED 235 278 UD 023 128

Elementary Instructional Program Procedures Manual.
Duval County Schools, Jacksonville, Fla.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Elementary Education; *Evaluation Methods; *Grading; *Grouping (Instructional Purposes); *Instructional Design; *Instructional Development; Minimum Competency Testing; Reading Achievement; Reading Instruction; Report Cards; *Student Evaluation; Student Placement
IDENTIFIERS- *Instructional Management Systems

Developed for the Duval County Public Schools (Jacksonville, Florida), this manual gives elementary school teachers information on instructional program procedures. Section one is about the reading program and deals with placement procedures and criteria for kindergarten and first grade students, initial placement procedures for grades two-six, students who seem to be placed too high or too low, level progression, and grouping for instruction. The second section, covering the instructional management system's (IMS) pupil progress cards, deals with uses of the cards, uses of dates recorded on the cards, keeping the cards up-to-date, and directions for recording dates on the cards. Procedures for assigning letter grades to report cards are explained in section three, which deals with how grading relates to program objectives, examples of procedures for assigning grades, and criteria for minimum promotional standards. The fourth section includes material from the Florida Primary Education Program (PREP) and deals with promotion from grade three, procedures for determining and certifying mastery of Florida State Assessment Program (FSAP) standards, extension in PREP for remediation of minimum student performance standards, and FSAP summer school procedures. Appendices provide a sample of an initial placement test, a criterion excercise record sheet, a glossary, and a group placement form to facilitate grouping. (CMG)

ED 235 295 UD 023 150

Cole, Stephan
Attitudes towards Bilingual Education among Hispanics and a Nationwide Sample.
Columbia Univ., New York, NY. Center for the Social Sciences.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Acculturation; Attitude Measures; *Bilingual Education; Elementary Secondary Education; *Hispanic Americans; Immigrants; *Influences; *Language Attitudes; Majority Attitudes; National Surveys; *Public Opinion; Questionnaires; Sampling; Spanish Speaking
IDENTIFIERS- California (Los Angeles); New York (New York)

Bilingual education is an issue which has been of deep concern to immigrant, particularly Hispanic, communities, but has had little visibility to the general public. No systematic surveys have been conducted either among Hispanics or the general public to find out how people feel about this issue. This report presents the results of two telephone surveys conducted on bilingual education, one of Hispanics living in New York City and Los Angeles, the other of a nationwide sample. Reported on are (1) the attitudes of Hispanics toward bilingual education; (2) a causal analysis of the attitudes of Hispanics toward bilingual education (in terms of experience with the public schools, importance placed on learning English, English-Spanish orientation, assimilationism, and demographic characteristics); (3) reasons for support of bilingual education; (4) bilingual education and evaluation of public schools; (5) the attitudes of Americans toward bilingual education; and (6) a causal analysis of the attitudes of Americans toward bilingual education (in terms of assimilationism, attitudes toward Hispanics, and general political attitudes). Data gathered during the survey are presented in 17 tables, and appendices contain a detailed discussion of methods and procedures, the questionnaires used for both surveys, and a Spanish translation of the Hispanic questionnaire. (CMG)

ED 235 000 SE 043 165

Eisenberg, Theodore; And Others
The Effect at Different Grade Levels of One and Two Years of Tutoring. Perach Tutorial Project.
Weizman Inst. of Science, Rehovot (Israel).
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Disadvantaged Youth; Educational Research; Elementary Secondary Education; Evaluation; Foreign Countries; Individualized Instruction; Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Reading Achievement; *Reading Instruction; *Remedial Instruction; Teaching Methods; Test Items; Tutorial Programs; *Tutoring
IDENTIFIERS- Israel; *Mathematics Education Research; *Perach Tutorial Project

The Perach Tutorial Project, in which university students tutor Israeli children from socially disadvantaged areas in mathematics and reading, was originally designed for pupils in grades 5-8. This study investigated its use with children in grades 3, 4, 6, and 7 tutored for the regular one-year period or for two years. At each grade level, 11 classes were selected, and students within each class were assigned to the various treatments. During the second year, the type of work carried out by tutors became less academic. Tutored children tended to manifest greater gains in mathematics than in reading, with the greatest change in mathematics for those tutored for one year in grade 6. In reading, children tutored for two years in the lower grades seemed to benefit more, while older children profited more from one year of tutoring. Overall, tutoring did not bring children up to the level of the rest of the class. There was little advantage for tutoring for two years, but a slight advantage for tutoring in the upper grades. No differences were found among groups concerning schools or social self-concept, or social acceptance by peers. Sample items and questionnaires are contained in appendices. (MNS)

ED 235 069 SO 014 844

Alice in Debitland.

Board of Governors of the Federal Reserve System, Washington, D.C.

PUB DATE- Jun 80

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Automation; *Banking; Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; Credit (Finance); Economics Education; Federal Legislation; High Schools; Laws; Legal Problems; Technological Advancement; Technology

IDENTIFIERS- *Electronic Fund Transfers; Legal Information; PF Project; Receipts

Designed for the general public and possibly suitable also for high school economics students, this booklet examines the Electronic Fund Transfer Act (EFT), which protects consumers who use debit cards for the electronic transfer of funds. This commercially adapted version of the character in "Alice in Wonderland," uses a story-teller approach to explain automated teller machines (ATM's), point of sale terminals (POS), preauthorized payments, and telephone transfers. The booklet answers consumer concerns about the types of records EFT users have of their transactions and the ease with which consumer errors can be corrected. Specific procedures for the correction of errors and for reporting lost or stolen EFT cards are listed. The obligations of the financial institutions issuing EFT cards are detailed, and special questions about preauthorized credit plans are answered. The final section presents a list of names and locations of federal enforcement agencies that deal with complaints and penalties. The booklet includes illustrations from "Alice in Wonderland" and practical tips are highlighted at the end of each chapter. (LH)

ED 235 097 SO 015 027

The United Nations Peace and Security. Conference on the United Nations of the Next Decade (18th, Burgenstock, Switzerland, June 25-30, 1983).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Jun 83
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Conflict Resolution; Developing Nations; *Disarmament; Foreign Countries; Foreign Policy; *Futures (of Society); Global Approach; International Law; International Organizations; International Relations; Nuclear Warfare; *Peace; *World Problems
IDENTIFIERS- *United Nations

Twenty-eight conference participants, consisting of diplomats, government officials, and scholars, strongly urged the General Assembly to begin preparations for a 1985 meeting of the heads of state of the United Nation's 157 member nations. The purpose of the summit would be to provide an opportunity for the members to reaffirm their support of the world organization and to examine how the United Nations might be made to function more effectively in matters of peace and security. The conference participants also called for a strengthening of the role of the Secretary-General in conflict intervention, encouraging him to be more assertive in bringing threats to peace to the attention of the Security Council. Conference attendees recommended that many of the less important duties of the Secretary-General be delegated to others to free him to focus on international conflicts and pacific settlements. Since many nations are circumventing or ignoring the Security Council altogether, thereby weakening its power to intercede in disputes and conflicts, participants suggested that members of the UN should use the Council more frequently. The consensus of the participants was that the greater good is served when member nations bring their disputes before the Security Council for assistance in peaceful resolution, instead of seeking solutions through the use of armed forces. (LH)

ED 235 111 SO 015 053

Geiger, Rita; And Others
Japan.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Asian History; *Asian Studies; Climate; Communications; Comparative Education; *Cultural Background; Economic Development; Educational Practices; Elementary Education; Elementary School Curriculum; Foreign Countries; Geographic Location; *Geographic Regions; Government (Administrative Body); Learning Activities; Non Western Civilization; Recreational Facilities; State Curriculum Guides; Teaching Methods; Transportation
IDENTIFIERS- Ideographs; *Japan; Japanese Art; *Japanese Culture; Japanese Studies

The document offers practical and motivating techniques for studying Japan. Dedicated to promoting global awareness, separate sections discuss Japan's geography, history, culture, education, government, economics, energy, transportation, and communication. Each section presents a topical overview; suggested classroom activities; and easily reproducible maps, worksheets, games, and illustrations. The section on geography focuses on the development of map skills through experiences with location, climate, topography, time zones, and points of interest. The section on history examines Japan's major historical periods, national symbols, and important people. The largest section focuses on culture and includes facts about sports and games, dress, housing, ideographs, the tea ceremony, flower arranging, living treasures, Japanese gardens, paper folding, forms of drama, writing poetry, diet, art, festivals and holidays, tango-no-sekku (kite making), woodblock printing, and Japanese words and phrases. The section on education compares the organization and standards of schools in Japan to those in Oklahoma. In the section on government, the structure of the Japanese government and the symbols which represent Japan are presented. The final section looks at Japanese exports and imports, modes of transportation, Japanese and American currency, pollution problems, and facts about a typical middle class Japanese household. In addition, the document presents a seven-item annotated bibliography and a listing of over 75 selected supplementary films and materials. (LH)

ED 235 145 SP 023 061

Mullan, Marie R.; Flippo, Rona F.
Study Guide for TCT in Health and Physical Education.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; *Health; Higher Education; Physical Education; *Physical Education Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program
This study guide is designed for those individuals preparing to take the Georgia Teacher Certification Test (TCT) in health and physical education. The test covers nine broad subareas: (1) health, body systems, disease; (2) tennis, handball, fencing, bowling, track, and recreational games; (3) development, hygiene, safety, nutrition; (4) softball, soccer, football, volleyball, and other team sports; (5) mental health, drugs, sex education; (6) elementary school physical education, basic movement, and games; (7) basic gymnastics and dance; (8) weights, combatives, aquatics, gymnastics, and outdoor activities; and (9) secondary school physical education. Each subarea contains a listing of selected general and specific references for that subarea. (JMK)

ED 235 180 TM 830 425

Wolf, Alison; And Others
Evaluation of MCPS In-Service Training.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Age Differences; *Attendance Patterns; *Educational Needs; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Interviews; Principals; *Program Evaluation; Secondary School Teachers; Surveys; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- *Montgomery County Public Schools MD

A large scale evaluation of the Montgomery County, Maryland, Public Schools in-service training program for teachers was conducted in 1981. Approximately 1300 teachers were surveyed and over 30 school principals were interviewed. Overall, the data show considerable interest in continued training among teachers of all ages and experience levels. Ninety-seven percent of the sample said that additional training would be beneficial in one or more areas and 95 percent expressed an active interest in receiving training in the next two years. Interviews with the principals revealed some interesting similarities and differences in teachers' and principals' assessments of potentially beneficial areas of training. Generally, the respondents felt that the school district courses were useful, although a number of suggestions for improvement were offered. The data show that approximately 59 percent of all teachers responding attended at least one in-service training course during the last three years and 63 percent indicated that they expected to take courses in the next three years. The study shows that despite

the fact that the teaching force is becoming increasingly older and more experienced, a substantial demand for continued in-service training exists. (BW)

ED 235 197 TM 830 594

Eignor, Daniel R.; Cook, Linda L.
An Investigation of the Feasibility of Using Item Response Theory in the Pre-Equating of Aptitude Tests.
College Entrance Examination Board, New York, N.Y.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Tests; *College Entrance Examinations; *Equated Scores; *Feasibility Studies; Goodness of Fit; *Latent Trait Theory
IDENTIFIERS- *Pre Equating (Tests); Scholastic Aptitude Test

The purpose of this study was to determine the extent to which item parameters estimated on pretest data from the verbal section of the Scholastic Aptitude Test (SAT) can be used for equating purposes in a situation where intact final form SAT testing data have normally been used. Items appearing in two final SAT-verbal forms were calibrated almost completely from pretest data. An elaborate linkage system was devised and utilized to get parameter estimates for the items, contained in multiple pretests, on the same scale. The final forms under study were equated to two different old forms; the equatings were then redone using item parameter estimates based on the pretest data. For each form, the item response theory (IRT) equating based on pretest statistics was then compared to the IRT equating based on intact final form data and the linear equating used operationally. The results varied considerably across forms, ranging from acceptable to marginally acceptable. The overall results of the pre-equating were deemed sufficiently promising that an investigation of pre-equating two forms of SAT-mathematical will be undertaken. (BW)

ED 235 214 TM 830 634

Edwards, John; McCombie, Randy

The Effects of Positivity and Personalism of Attitude Scale Statements on Agreement Ratings.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; Higher Education; *Response Style (Tests); *Semantic Differential; Test Construction; Test Format; Testing Problems; *Test Items
IDENTIFIERS- *Personalism; *Positive Wording

The major purpose of the three studies reported here was to investigate possible differences in agreement/disagreement with attitude statements as a function of their type (with regard to positivity/negativity) and personalism. In the first study, 90 students completed scales on energy conservation and on having good study habits. Agreement varied considerably as a function of item type, but the rank order of agreement ratings was not consistent across the personalism factor. In the second study, 100 students completed scales on energy conservation and on regular exercise. Agreement varied considerably across item type, and the rank order of mean agreement was very consistent over the personalism factor. In the third study, 80 students completed scales on energy conservation and on regular exercise. The findings resembled those of the second study. When combined over the three studies, there is strong and consistent evidence that people give more extreme ratings to "negative" than to "positive" items. Item personalism had no consistent effect on agreement ratings. (BW)

ED 235 247 UD 022 900

Ascher, Carol
Secondary School Ethos and the Academic Success of Urban Minority Students. ERIC/CUE Fact Sheet Number 14.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Achievement; Educational Environment; Educational Quality; Educational Research; *Institutional Environment; Literature Reviews; *Minority Groups; Secondary Education; *Student School Relationship; *Urban Youth
IDENTIFIERS- Fact Sheets; PF Project

Educational research often defines educational goals narrowly by reading levels or Scholastic Aptitude Test (SAT) scores and equally narrowly correlates student success in these areas with the content of the curriculum or time spent in learning. According to Rutter et al., secondary schools with a good ethos create students who perform well according to cognitive, affective and behavioral measures, while schools with a poor ethos create the reverse. In their study of secondary schooling, "Fifteen Thousand Hours," Rutter and his associates found a cluster of factors that promote a good secondary school ethos: (1) student-student and student-teacher cohesion; (2) a strong academic emphasis; (3) high teacher expectations; (4) positive attitudes toward students; (5) stress on positive rewards; and (6) consistent and shared values and standards. Points from several studies are referred to, and references are provided in this two-page research summary. (JW)

ED 235 262 UD 023 102

Steel, Lauri; Schubert, Jane G.
The Effectiveness of Upward Bound in Preparing Disadvantaged Youth for Postsecondary Education.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aspiration; *College Bound Students; *College Preparation; *Disadvantaged Youth; Economically Disadvantaged; *Educational Assessment; Educational Counseling; High Schools; Homework; *Program Effectiveness; Program Evaluation; Student Attitudes; Youth Programs
IDENTIFIERS- *High School and Beyond (NCES); *Upward Bound

The effectiveness of Upward Bound (UB), a federally funded program to assist high-ability disadvantaged youth in completing programs in higher education, is addressed in this study. The study sought to determine if participation in UB enhances high school performance and participation in postsecondary education, especially in comparison to non-UB peers. Data from "High School and Beyond," a longitudinal study of high school classes of 1980 and 1982, were used for preliminary assessment of UB. Data were also obtained from high school principals regarding the characteristics of their schools. Comparison samples of non-UB students were closely matched in terms of background characteristics (race, sex, SES status, family structure, and school quality). An examination of the data showed that (1) UB students are more likely to take college preparatory courses while in high school than their non-UB peers; (2) UB students have higher expectations and plan to attend college immediately after high school and are more likely to be disappointed if they don't than non-UB students; (3) while UB and non-UB students tend to be similar in their attitudes and motivation, the UB students appear to spend more time on their homework than their non-UB peers; and (4) UB students are more likely to be encouraged by their teachers and counselors to attend college than non-UB peers. Appended to the report are statistical tables from the "High School and Beyond" study. (AOS)

ED 235 054 SO 014 826

Manitoba. Reference Series No. 28.

Department of External Affairs, Ottawa (Ontario).

PUB DATE- 80
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; Area Studies; Communications; *Cultural Background; Demography; *Economic Development; Educational Practices; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; *Government (Administrative Body); Health Services; Industry; *Natural Resources; North American History; Recreational Facilities; Service Occupations; Transportation
IDENTIFIERS- Canadian Studies; *Manitoba; Metis (People); PF Project; Political History

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Manitoba and is suitable for teacher reference or student reading. Separate sections discuss agriculture, mining, energy, transportation and communication, fishing, forestry, fur trapping, health and social services, education, and political life. Specific topics include the province's varied topography, population distribution, early occupation by the Intuit and Metis Indians, and colonization by European fur traders. The economic importance of manufacturing, service trades, city construction, agriculture and dairy production, nickel and petroleum production, hydroelectric power, transcontinental railways, broadcasting and telephone networks, fishing, forestry, and the fur industry is emphasized. Governmental support for free medical care, public and higher education, and recreational parks is noted. The final section traces Manitoba's political life and describes the main political parties. In addition, a simple map showing Canada's major cities and provinces is provided. (LH)

ED 235 165 SP 023 084

Aiello, Barbara
The Hearing Impaired Child in the Regular Class.
American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G007901295
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Class Activities; Class Organization; *Classroom Communication; Elementary Education; *Hearing Impairments; Mainstreaming; *Nonverbal Communication; Peer Acceptance; *Student Characteristics; Teacher Role; *Teaching Methods; Visual Aids

This handbook was developed for teachers with hearing impaired students in their regular classrooms. A preliminary discussion on hearing impairments describes various degrees of aural handicaps, ranging from deafness to hard of hearing, and communication methods used in educating children with these handicaps. Activities for preparing nonhandicapped children to understand the special problems of the deaf or hard of hearing are described. Suggestions are made for introducing the handicapped child to future classmates and establishing methods of classroom communication. Suggestions are also made on modifications which can be made in the classroom's physical arrangement. Instructional methods, such as frequent use of visual aids in presenting lessons, are described, and recommendations are made on the kinds of special assistance that are available to the teacher in augmenting the aurally handicapped student's learning experience. A bibliography of books for children, parents, and teachers and a list of further resources are included. (JD)

ED 235 231 TM 830 654

Mangino, Evangelina; Ligon, Glynn
State Compensatory Education Summer School Program: 1982. Final Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.58
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; Data Collection; Evaluation Methods; *Program Descriptions; *Program Evaluation; *School Districts; Secondary Education; Standardized Tests; *Summer Programs
IDENTIFIERS- *Austin Independent School District TX

This report presents the evaluation findings for the 1982 Austin Independent School District's State Compensatory Education Summer School Program. It contains a description of the program, information about the data collection procedures employed in the evaluation, and a discussion of the student outcomes achieved by the program. Achievement results indicate that seventh graders benefited from attending summer school. The benefit is higher when students are promoted to grade eight. A better assessment of the effect of summer school on eighth graders may be possible in the future if the District adopts a test that allows a continuous analysis of achievement gains from junior to senior high school. The combined effect of attending summer school and being promoted to the next grade on one hand, and not attending summer school and being retained seems to account for the significant difference in achievement gains between summer school and nonsummer school students. (Author)

ED 235 015 SE 043 269

Osborne, Roger; And Others
Focus on the Teacher. Learning in Science Project. Working Paper No. 5.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Sep 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Knowledge Level; Learning; Preservice Teacher Education; Professional Development; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; Student Teacher Relationship; Teacher Background; Teacher Characteristics; *Teacher Role; Teaching (Occupation)
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured/unstructured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to the classroom teacher. The intent in presenting these comments/observations is not primarily to provide a balanced view of good and bad aspects for Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations focus on: teacher role in science instruction; knowledge, attributes, and sensitivities teachers need to teach science; pre-service teacher education; and support available for teachers so they can overcome problems and increase their effectiveness. Each of these areas is addressed in separate sections, followed by a discussion of two central issues, both of which could be alleviated without great manpower or financial input. The first concerns effective use of human resources/expertise; the second concerns whether or not enough attention is given to finding possible ways of encouraging professional development through sharing of teaching experiences. (JN)

ED 235 028 SE 043 282

Stead, Keith; Osborne, Roger

Gravity. Learning in Science Project. Working Paper No. 20.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Gravity (Physics); Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Weight (Mass)
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' thinking regarding their views on gravity. Students (N=42) were individually interviewed using a variation of the interview-about-instances procedure. Eight cards (included in an appendix), each illustrating a single situation where gravity may or may not occur, were shown to students to elicit their views. Data are presented and discussed under the following headings: gravity and force; gravity and weight; gravity and reaction forces; gravity and buoyancy; gravity and height; gravity and air; and gravity and space. Additional views presented and discussed focus on gravity as it relates to: children's everyday language; self-centered and human-centered viewpoints; animistic views; and reified views. Findings indicate that students believe that: weight and force of gravity are different; reaction forces and buoyancy forces are aspects of gravity; gravity varies with height in a way different from the scientific view; gravity results from the presence of air pushing down; gravity doesn't exist in space (including the moon); and gravity is caused by the earth spinning. (JN)

ED 235 041 SE 043 334

Jones, Natalie; Hughes, Wyn
Iron Smelting. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Chemical Industry; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; Intermediate Grades; *Metal Industry; *Metallurgy; *Science Activities; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Iron (Metal); *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit consists of four sections and references. The first section considers events leading to the beginning of the Iron Age and smelting the ore today. A diagram showing a blast furnace operating and producing pig-iron is included. The second section is a discussion of iron-smelting in Uganda, an indigenous chemical industry that has been used to introduce African students to basic scientific principles. Provided in the third section are discussions of bellow making (including instructions for constructing bellows), iron-smelting, and end-products of the smelting process. The unit concludes with some suggested class activities, including the extraction of iron from iron ore. (JN)

ED 235 128 SP 023 027

Miller, Richard E.; Paulson, Michele J.
Alcohol/Drug Education Services in Treatment.
SPONS. AGENCY- Kent State Univ., Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Alcohol Education; Allied Health Personnel; Community Education; Delivery Systems; Drug Abuse; *Drug Education; Health Education; *Health Services; Hospitals; Information Dissemination; Medical Evaluation; *Outreach Programs; Prevention; Program Evaluation; *Rehabilitation Programs; Staff Development

A survey was made of 11 alcohol/drug treatment centers to assess their education services, client treatment, staff inservice, and community/workplace outreach. Background information was gathered on the type of services offered, the organizational operation, licensed bed capacity, physical environment, payment system, and admission criteria. The survey questionnaire was a composite of items extrapolated from the National Drug and Alcohol Treatment Utilization Survey and from survey instruments for alcohol/drug education programs and patient education services. While the investigators examined staff inservice training and community outreach educational efforts, most attention was centered on alcohol/drug education services for the client. No implications were drawn on how much of the treatment plan should be documented separately as education. Results suggested that treatment centers are providing extensive alcohol/drug education services; however, the documentation of such services varied from setting to setting. In most centers, educational activities were directed not only toward the client and staff, but also toward the community and workplace. Recommendations are made for future research on treatment centers. Samples of the survey instruments are appended. (Author/JD)

ED 235 146 SP 023 062

Wilks, Barbara; Flippo, Rona F.
Study Guide for TCT in Health Education.
Georgia State Dept. of Education, Atlanta.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; *Health Education; Higher Education; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in health education. The test covers eight subareas: (1) personal health; (2) nutrition; (3) human growth and development; (4) human sexuality and family living; (5) drugs; (6) safety, first aid, and emergency treatment; (7) community and consumer health; and (8) school health programs. This guide lists content objectives and suggested references for study in each of the eight subareas. (JMK)

ED 235 279 UD 023 129

Physical Education Curriculum Guidelines, Senior High, 10-12.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; Board of Education Policy; Course Descriptions; Curriculum Guides; High Schools; *Physical Activities; *Physical Education; *Skill Development; Student Evaluation
IDENTIFIERS- Duval County School Board FL

This physical education curriculum guide was developed for use in senior high schools in Duval County, Jacksonville, Florida. The guide opens with discussions of the overall goals of the program and the county's specific recommendations and policies in such areas as student evaluation and participation, and uniforms, maintenance, equipment, safety, cleanliness of facilities, departmental meetings, teacher participation in professional organizations and meetings, student responsibilities, staff responsibilities, inservice training, and program evaluation. The greater part of the guide is devoted to a description of the three courses that make up the program: Foundations and Basic Exploratory Physical Education (required), Physical Education I (elective), and Physical Education II (elective). For each activity in each course, the guide describes specific knowledge and skills required, methods of achievement, and evaluation. The guide ends with a listing of the C.O.P.E. materials (Curriculum Objectives for Physical Education Grades 7-12) which are recognized as the county-adopted physical education curriculum. (CMG)

ED 235 296 UD 023 151

DeWind, Josh

The Organizing of Parents to Support Bilingual Education.
Columbia Univ., New York, NY. Center for the Social Sciences.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Acculturation; *Activism; *Bilingual Education; Case Studies; Community Involvement; Cultural Pluralism; Elementary Secondary Education; *Hispanic Americans; *Parent Participation; *Parent School Relationship; Political Issues; Social Integration; Spanish Speaking
IDENTIFIERS- New York (New York); *New York City Board of Education; Parent Advisory Committees

This report examines efforts on the part of advocates in New York City to draw Hispanic parents into the bilingual education movement. Parent involvement in New York has included a wide variety of educational and political endeavors. Parents have participated in the activities of public educational and political organizations in ever widening arenas, starting in local schools and extending to district, city, state, and national levels. In the process, parents have made cultural adaptations to American society. Rather than fostering cultural or political separatism, these efforts to involve Hispanic parents in the bilingual education movement have contributed to their cultural and social integration. Although opponents fear that bilingual education hinders integration and will foster separatist movements, it is, in fact, the rejection of bilingual education that will result in separatism. (CMG)

ED 235 001 SE 043 167

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, Number 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Bilingual Students; *Cognitive Processes; Cognitive Style; Computers; Educational Research; Elementary Secondary Education; Higher Education; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; Motivation; Multiplication; Preservice Teacher Education; *Problem Solving; *Teaching Methods; Tutoring
IDENTIFIERS- Basic Facts (Mathematics); *Mathematics Education Research; Mental Computation

An editorial comment on the computer and the mathematics educator is included first. Then, abstracts and comments are presented for 11 articles. Studies included focus on mental addition, problem solving by sixth graders, mathematics anxiety, tutoring, direct instruction, a bilingual program, thinking strategies for multiplication basic facts, teacher education, cognitive style, problem solving at the college level, and motivating study in college mathematics. Research reported between January 1983 and March 1983 is also listed. (MNS)

ED 235 070 SO 014 845

How to File a Consumer Credit Complaint.

Board of Governors of the Federal Reserve System, Washington, D.C.

PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Banking; Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; Federal Legislation; *Grievance Procedures; High Schools; Laws; Legal Problems; Legal Responsibility
IDENTIFIERS- Consumer Credit Laws; *Federal Reserve System; Legal Information; PF Project

Designed for the general public and possibly suitable also for high school economics students, this pamphlet explains how a complaint against a Federal Reserve bank concerning a possible violation of any of the federal consumer credit laws can be filed. Seven consumer credit laws are listed with a brief statement about the major protections of each: (1) The Truth in Lending Act, requiring the disclosure of finance charges and annual percentage rates for consumer comparison purposes; (2) The Equal Credit Opportunity Act, prohibiting against discrimination because of age, sex, marital status, or ethnic background; (3) The Fair Credit Billing Act, ensuring prompt correction of billing errors; (4) The Fair Credit Reporting Act, providing procedures for correcting credit record mistakes; (5) The Consumer Leasing Act, requiring disclosure of information for consumer comparison purposes; (6) The Real Estate Settlement Procedures Act, requiring the disclosure of information about the costs and services involved in property transfers; and (7) The Mortgage Disclosures Act, requiring lending institutions in metropolitan areas to inform the public of mortgage and home improvement loans. The Division of Consumer and Community Affairs is noted as the office responsible for handling consumer complaints. The final section provides a complaint form and a list of names and locations of federal enforcement agencies. (LH)

ED 235 084 SO 015 003

Morrill, Richard L.
Political Redistricting and Geographic Theory. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.

REPORT NO.- ISBN-0-89291-159-X
PUB DATE- 81
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Criteria; *Geography Instruction; Higher Education; *Human Geography; Instructional Materials; Methods; *Political Divisions (Geographic); *Politics; Resource Materials; Social Action
IDENTIFIERS- Gerrymandering; Mississippi; *Political Redistricting; Washington

Intended for geography students, professors, and researchers, this publication deals with the process of political redistricting and shows how geographers can help devise plans that are responsible to office-holders, to voters, to legitimate community interests, and to a sense of territorial integrity. There are eight chapters. Chapter 1 examines the territorial basis of redistricting. Chapter 2, focusing on redistricting in the United States, discusses malapportionment and gerrymandering. The third chapter looks at criteria for redistricting, discussing constitutional, geographic, political-geographic, and political criteria. Electoral reform is the focus of chapter 4. Redistricting methods are examined in chapter 5. Chapters 6 and 7 deal with redistricting in the Mississippi legislature and in the State of Washington, respectively. The concluding chapter emphasizes the importance of a sense of community in the drawing of electoral districts. A bibliography is provided. (RM)

ED 235 181 TM 830 439

Olson, George H.
An Interpretive Analysis of System-Wide Achievement Data, 1981-82.
Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.
REPORT NO.- TIS82-800
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTIONS- *Academic Achievement; *Achievement Gains; Achievement Tests; Elementary Secondary Education; Language Skills; Longitudinal Studies; Mathematics Achievement; Norm Referenced Tests; Reading Achievement; *School Districts; School Policy; Testing Programs; Test Interpretation; *Test Results
IDENTIFIERS- Assessment of Baseline Curriculum; Basic Objectives Assessment Tests; *Dallas Independent School District TX; Texas Assessment of Basic Skills

This report summarizes test results from all phases of the Dallas Independent School District testing program at a very global level. District achievement in 1981-82 can be viewed as a general improvement over that observed in 1980-81 which in turn marked a major improvement over preceding years. Appreciable gains were noted particularly among the District's minority students. These trends were observed at nearly all grade levels in all areas measured. The most pronounced gains in achievement continue to be seen in the early grades. Whereas a year ago this trend was observed in grades 1 through 4 or 5, in 1981-82 this trend continued through grades 5 or 6. In the secondary schools, however, year-to-year gains have not been so dramatic. Thus only slight improvement can be noted for grades 7 and 8, and virtually no change for grades 9 through 11. Thus, while District students match or even surpass the test performances of students nationally through elementary school, they do not maintain this pace as they progress through secondary school. (BW)

ED 235 198 TM 830 595

Cook, Linda L.; Eignor, Daniel R.
An Investigation of the Feasibility of Applying Item Response Theory to Equate Achievement Tests.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; *College Entrance Examinations; Comparative Analysis; *Equated Scores; Feasibility Studies; Goodness of Fit; *Latent Trait Theory
IDENTIFIERS- College Board Achievement Tests; *Equipercentile Equating; Graduate Record Examinations; *Linear Equating Method

The purpose of this study was to examine the feasibility of using item response theory (IRT) methods to equate different forms of three College Board Achievement Tests (Biology, American History and Social Studies, and Mathematics Level II) and one Graduate Record Examinations Achievement Test (Advanced Biology), rather than conventional or equipercentile methods. The criterion for evaluation of the results was scale drift, which is said to have occurred if the results of equating test form A directly to test form D is not the same as that obtained by equating test form A to test form D through intervening forms B and C. The results of three conventional linear equating methods, conventional equipercentile equating with an anchor test, and two IRT equating methods were compared. No linear equating method produced scaled scores that could be considered seriously discrepant from the criterion scores, indicating that they perform quite adequately. The equipercentile method produced the largest total error. The IRT concurrent and characteristic curve transformation methods gave very similar results, and results indicate that it is feasible to use IRT to equate the tests in this study. (BW)

ED 235 215 TM 830 635

Samejima, Fumiko
Information Loss Caused by Noise in Models for Dichotomous Items.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR/RR-82-1
PUB DATE- Nov 82
CONTRACT- N00014-81-C-0569
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Goodness of Fit; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Research Problems; Statistical Data; Test Construction; *Test Items
IDENTIFIERS- Dichotomic Analysis; Tailored Testing; *Three Parameter Model

Because of the recent popularity of the three-parameter logistic model among the researchers who apply latent trait theory, it will be worthwhile to investigate the effect of noise accommodated in different models. In the present paper, four types of models on the dichotomous response level, Types A, B, C and D, are considered. Type A does not include noise, and the other three types do. Observations are made as to how much total item information is lost because of the noise, how the item response information functions are affected, how the speed of convergence to the normality of the conditional distribution of the maximum likelihood estimate of ability, given a specific ability level, is affected, and so forth. (Author)

ED 235 248 UD 022 904

Fulfilling the American Dream: 1913-1983. Human Relations Catalog for the School, Church, and Community.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

PUB DATE- 83

AVAILABLE FROM- Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 (free).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- American Indians; *Anti Semitism; Asian Americans; Audiotape Recordings; Blacks; Catalogs; Cross Cultural Studies; Educational Media; Elementary Secondary Education; Ethnic Bias; Ethnic Discrimination; Ethnic Groups; *Ethnic Studies; Filmstrips; Hispanic Americans; Humanistic Education; *Human Relations; Instructional Films; Instructional Materials; *Intergroup Relations; Jews; Judaism; Minority Groups; Pamphlets; Slides; Teaching Methods; Womens Studies

IDENTIFIERS- Anti Defamation League; *Holocaust; Israel; PF Project

This catalog lists over 1200 human relations educational materials for elementary and secondary school students, including books, pamphlets, films, filmstrips, recordings, video cassettes, slide-sets, and kits containing instructional guides, filmstrips, and audio cassettes. Print and audio/visual listings, accompanied by photographs and illustrations, are annotated under nine major subject headings. Part 1 focuses on prejudice, discrimination, and intergroup relations, and includes over 70 materials on race relations, race and intelligence, school desegregation, housing, employment, preferential treatment, and police-community relations. Part 2 describes over 80 materials concerning ethnic and minority students and represents Asian Americans, Blacks, Hispanics, Native Americans, and women. Part 3 deals with teaching methods and materials. Part 4 lists materials representing a broad spectrum of political views. Over 90 publications and audiovisual materials are offered in Part 5, which deals with the Holocaust. In addition, Part 6 offers materials on anti-Semitism and Soviet Jewry. Part 7 presents items on Jews and Judaism, followed by a section on Israel. The final section on Jewish-Christian relations is followed by miscellaneous offerings on the above themes. Purchase and rental prices (when applicable) and publisher are provided. (LH)

ED 235 263 UD 023 103

Reynolds, Wm. Bradford
Civil Rights Goals for the Year 2000 and the Means for Achieving Them.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 12 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affirmative Action; Blacks; *Civil Rights; Equal Education; Equal Opportunities (Jobs); Equal Protection; *Racial Discrimination; *Reverse Discrimination; Whites

Today, the United States stands at a critical crossroad with regard to civil rights; the choice is between an officially colorblind society and a government-supported, race-conscious one. The purpose of the 13th, 14th, and 15th Amendments was to end a discriminatory system and to erect in its place a regime of race neutrality. In 1896, the separate-but-equal doctrine of "Plessy" turned back the clock, and it was not until "Brown v. Board of Education" (1954) that the Supreme Court acknowledged that race neutrality is required by the Equal Protection Clause. Judicial decisions and civil rights legislation of the late 1950s and the 1960s all endorsed the principle of race neutrality. Today, however, there are those who reject this principle in favor of preferential treatment for all members of the previously disadvantaged racial group. Such a system defeats the very purpose it intends to serve, for race-based preferences cut against the grain of equal opportunity, and in the process society becomes more racially polarized. The cure for racial discrimination is not to impose burdens on innocent individuals because of color, but to reach out to all individuals and extend to them a full measure of opportunity and consideration based on merit. (CMG)

Ontario. Reference Series No. 29.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 82
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0S2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Agricultural Production; American Indians; Area Studies; Climate; *Cultural Background; Demography; *Economic Development; Elementary Secondary Education; Foreign Countries; Forestry; *Geographic Regions; *Government (Administrative Body); Industry; Land Settlement; *Natural Resources; North American History; Physical Geography; Rail Transportation; Recreational Facilities; Transportation
IDENTIFIERS- Canadian Government; Canadian Studies; Huron (Tribe); *Ontario; PF Project; Professional Sports

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Ontario and is suitable for teacher reference or student reading. Separate sections discuss geography, climate, history, agriculture, forestry, fishing, mining, manufacturing, transportation, energy, arts and culture, sports and recreation, and people and government. Specific topics include the Great Lakes, three main physical regions, and climate. A description of the lifestyles of the Petun and Huron Indians is followed by a discussion of the historic French-British struggle, boundary divisions, the emergence of nationalistic sentiment, European immigration, and the early development of the railways, lumber trade, and water routes in the province. The importance of the country's agriculture and livestock production, forestry, fishing, mining, and manufacturing is also emphasized. The development of the Canadian Pacific Railroad, international airports, the St. Lawrence Seaway, and hydroelectric and nuclear energy are seen as major contributors to Ontario's economic development. Also discussed is Ontario's attraction as a cultural center for the arts and as a recreational center for professional and amateur sports. The final section describes the country's population, languages, and government structure. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

ED 235 098 SO 015 028

Bush, Diane Mitsch
Victimization at School and Attitudes toward Violence: A Longitudinal Analysis.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Literature Reviews; Longitudinal Studies; Social Science Research; *Student Attitudes; Tables (Data); *Victims of Crime; *Violence

A longitudinal study determined whether victimization increases students' fear and distrust and thus leads to greater approval of defensive violence. Data were obtained from a larger study conducted within the Milwaukee schools from 1974 to 1976. The present study utilized data on 221 respondents in grade 6 and on those same respondents when they were in grade 7. Attitudes toward violence were measured by a semantic differential scale; victimization was determined by asking respondents whether anything had been stolen from them and whether anyone had threatened them with violence or beat them up since they entered seventh grade. Criminal victimization had no impact upon the pattern of changes in children's attitudes toward violence from grade 6 to grade 7. Students became somewhat more positive toward defensive violence between the two grades. Victimization had a detrimental psychological effect upon the victim. The conclusion resulting from this study and from a review of relevant research is that adolescents' attitudes are not affected substantially by victimization because of the variety of cultural influences which produce relatively homogeneous attitudes toward violence, social factors which lead to the fear of crime for both victims and nonvictims, and the wide variety of factors (rather than discrete life events) that shape normative evaluations made by adolescents. (KC)

ED 235 112 SO 015 054

Cunningham, Patricia; And Others
Kids and Manners - A Ticket to Success. Kindergarten-6th.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; *Daily Living Skills; Elementary Education; Hygiene; Individual Activities; Instructional Materials; *Interpersonal Competence; Learning Activities; *Learning Modules; Self Care Skills; *Social Behavior; State Curriculum Guides; Teaching Methods; Telephone Usage Instruction; Units of Study
IDENTIFIERS- *Etiquette

Arranged into six parts, the booklet offers practical and motivating techniques for teaching elementary school students the basic rules of etiquette. The areas of general etiquette, cleanliness, introductions, table manners, telephoning, and thank you notes are included. Each section contains simple guidelines on how to act and react in social situations, classroom activities for practicing good manners, and reproducible student pages for compilation into a "Student Manner's Book." Each section contains a quiz on manners which is arranged according to difficulty. Activities in the student pages require students to (1) categorize specific rules of behavior as to whether they are based upon custom, consideration, or common sense, (2) write letters asking for free information or pamphlets relating to cleanliness and health, (3) practice introductions, (4) arrange table items into appropriate place settings, and (5) rewrite incorrectly shown telephone messages and thank you notes correctly. Other suggested classroom activities include making posters showing good manners, inviting resource people in to discuss topics related to cleanliness, taping students role-playing introductions, examining menus, listing the do's and don'ts of telephoning, and writing notes to other students thanking them for something nice they have done. In addition, sections contain examples and illustrations which can be easily duplicated for student use. (LH)

ED 235 166 SP 023 085

Aiello, Barbara
The Visually Handicapped Child in the Regular Class.
American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G007901295
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Blindness; Class Organization; Elementary Education; *Instructional Materials; *Mainstreaming; Peer Acceptance; *Student Characteristics; *Tactile Adaptation; Teacher Role; *Teaching Methods; *Visual Impairments

This handbook was developed for teachers who have a visually handicapped child in their regular classroom. Classroom activities designed to prepare students to receive a visually handicapped classmate are described. Recommendations are made on the use of special resources available to the teacher, and descriptions are given of successful cooperative efforts between regular classroom teachers and specialists in the education of the blind. Methods for introducing the blind child to a new physical environment are discussed and modifications which may be made in classroom arrangement described. Methods for modifying standard instructional materials to accommodate the learning style of the visually handicapped student are also discussed. A listing is provided of basic and supplementary instructional materials. A bibliography of books for children, parents, and teachers is included as well as addresses of associations which provide supplemental resources for educating the visually impaired. (JD)

ED 235 232 TM 830 655

Totusek, Patsy
Project PASS: 1982-83 Final Technical Report and Appendixes .
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.47; AISD-ORE-82.75
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Black Students; Cultural Awareness; *Individualized Education Programs; Inservice Education; Instructional Innovation; Interviews; *Program Evaluation; Questionnaires
IDENTIFIERS- *Austin Independent School District TX

The Austin Independent School District presents the 1982-83 final technical report of Project PASS, which employs the notion of cultural congruence in instruction or culture-specific instruction to explain the poor performance of black students in school. It encouraged teachers to change their perspective about black students who are not performing well in school. Before concluding something is wrong with the student, teachers are encouraged to analyze the instructional process. Project PASS has further acquainted teachers with the socialization practices of the black culture and the general learning styles emanating from it. A system for developing individualized learning programs for black students based on the concepts of the project was developed and piloted. The introduction, implementation, and impact of the project are discussed in a question/answer format. The appendixes (the greater part of the document) present an instrument description, which includes the purpose, procedure and results, for the following: (1) Iowa Tests of Basic Skills, (2) Office of Student Affairs' Discipline File, (3) Special Education Management System File, (4) Principal Interview, (5) Project PASS Teacher Trainer Interview, (6) Project PASS Instructional Coordinator Interview (7) Administrator Survey, (8) Teacher Survey, and (9) Project PASS Teacher Survey. (PN)

ED 235 042 SE 043 335

Jones, Natalie; Hughes, Wyn

Methane Digestors. Third World Science.
University Coll. of North Wales, Bangor (United Kingdom). School of Educaton.
SPONS. AGENCY- Training Services Agency, London (England).
PUB DATE- 82
AVAILABLE FROM- The Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Chemical Reactions; Cultural Activities; *Developing Nations; Elementary School Science; Foreign Countries; *Fuels; Intermediate Grades; *Microbiology; Quality of Life; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; Sludge; Wastes
IDENTIFIERS- *Methane Digestors; Sri Lanka; *Third World Science Project; United Kingdom

This unit, developed by the Third World Science Project, is designed to add a multicultural element to existing science syllabi (for students aged 11-16) in the United Kingdom. The project seeks to develop an appreciation of the: boundless fascination of the natural world; knowledge, skills, and expertise possessed by men/women everywhere; application of knowledge and skills to solve the practical problems of everyday life; impact of modern technology in the world; and the influence of the cultural background on the perception of knowledge, problems, and solutions. The unit begins with a discussion of the viability of and technology involved in producing methane from waste materials, followed by information on: physical/chemical properties of biogas; basic theory of anaerobic breakdown of materials into methane; differences between aerobic/anaerobic methods in methane digestors; reproduction of the anaerobic process in air-tight containers; and role of different bacteria in the biological breakdown of wastes in digestors. A discussion of what kind of digestor should be built and best way of using gas/slurry produced follows. A report on the role of the integrated biogas system in Sri Lanka (illustrating benefits for a country lacking in fossil fuels) and a description of how small digestors can be constructed using school materials are included. (JN)

ED 235 129 SP 023 031

Learning Activities for Individualizing Instruction.

Jackson County Education Service District, Medford, Oreg.

PUB DATE- Sep 83
AVAILABLE FROM- Jackson Education Service District, 101 North Grape Street, Medford, OR 97501 ($10.00).
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Elementary Secondary Education; *Individual Activities; Individual Instruction; Individualized Instruction; *Learning Activities; *Lesson Plans; Student Motivation; Teaching Methods

Descriptions are given of activities teachers have used successfully in individualizing instruction in the following curriculum areas: (1) art; (2) business; (3) career education; (4) environmental education; (5) foreign language; (6) health; (7) language arts; (8) library; (9) mathematics; (10) music; (11) personal finance; (12) physical education; (13) psychology; (14) science; (15) social studies; and (16) miscellaneous. Each description includes an overview of the activity, the grade level for which it is appropriate, prerequisites for the teacher and student, setting, materials, and procedures. Suggestions are made for evaluating the success of the activity. (JD)

ED 235 147 SP 023 063

McCarthy, Patricia S.; Flippo, Rona F.

Study Guide for TCT in Hearing Impaired.

Georgia State Dept. of Education, Atlanta.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; *Hearing Impairments; Higher Education; Preservice Teacher Education; *Program Content; *Special Education Teachers; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in hearing impaired. The test covers four subareas: (1) anatomy, physiology, and physics of sound; (2) audiological interpretation, etiology, and identification; (3) amplification, language, and communications; and (4) other skills. The guide contains an alphabetical list of references for test objectives in each of the four test subareas. (JMK)

ED 235 216 TM 830 636

Samejima, Fumiko

Effect of Noise in the Three-Parameter Logistic Model.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR/RR-82-2
PUB DATE- Dec 82
CONTRACT- N00014-81-C-0569
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Estimation (Mathematics); *Goodness of Fit; *Guessing (Tests); *Mathematical Models; *Maximum Likelihood Statistics; Research Problems; Statistical Data; Test Construction; *Test Items
IDENTIFIERS- *Three Parameter Model

In a preceding research report, ONR/RR-82-1 (Information Loss Caused by Noise in Models for Dichotomous Items), observations were made on the effect of noise accommodated in different types of models on the dichotomous response level. In the present paper, focus is put upon the three-parameter logistic model, which is widely used among researchers. An emphasis is put upon the speed of convergence to the normality of the conditional distribution of the maximum likelihood estimate, given a specific ability level. (Author)

ED 235 280 UD 023 130

Health Education Curriculum Guide. Elementary School. Grade K.
Duval County Schools, Jacksonville, Fla.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Curriculum Guides; Drug Education; *Emotional Development; *Health Education; Kindergarten; Lesson Plans; Nutrition Instruction; Perceptual Development; *Physical Development; Primary Education; Safety Education; *Social Development
IDENTIFIERS- Duval County School Board FL

This health education curriculum guide for Kindergarten (Duval County Public Schools, Jacksonville, Florida) follows a comprehensive program (K-12) designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well-being. This guide includes a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Keys to recommended instructional materials are also provided. Topics dealt with include the senses, safety practices, nutrition, and drugs. (CMG)

ED 235 002 SE 043 169

Conway, Mary M.
Math and Science: Where Are the Teachers? A Resource Guide for Citizens, Educators, School Boards, and Policymakers.
Council for Basic Education, Washington, D.C.
PUB DATE- Sep 83
AVAILABLE FROM- Council for Basic Education, 725 Fifteenth Street, NW, Washington, DC 20005 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Guidelines; *Mathematics Education; *Resource Materials; *Science Education; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand

This report was developed as an outcome of a conference held in April 1983 by the Council for Basic Education. It concentrated on existing and proposed solutions to the shortages of qualified mathematics and science teachers and on technological concerns. It includes suggestions proposed by participants as well as additional recommendations made by educators and others interested in improving basic education who were consulted after the conference. This compendium of approaches is intended to be used as a resource directory by school administrators and other educators. The first section provides an overview of the extent of the problem. The next section is a compilation of proposed solutions for improving the quality of teaching and is followed by examples of specific programs. In the third section, issues and potential models are described. A summary and a directory of resources are included. (MNS)

ED 235 016 SE 043 270

Freyberg, Peter; And Others
Focus on the Learner. Learning in Science Project. Working Paper No. 6.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Sep 79
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Expectation; Interviews; Learning; *Performance Factors; Science Education; *Science Instruction; *Secondary School Science; Student Attitudes; *Student Characteristics; Student Motivation; Student Teacher Relationship
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The first (exploratory) phase of the Learning in Science Project focused on science teaching/learning in the Form 1 to 4 level (ages 10 to 14) and sought to identify problems and difficulties in several areas. Provided in this paper are comments obtained during structured interviews (from students, ex-students, teachers, headmasters, science advisers, and inspectors) and observations made by project staff related to what children bring to their learning of science. The intent in presenting these comments/observations is not primarily to provide a balanced view of the good bad aspects of Form 1 to 4 science, but rather to open up problem issues as project staff and others see them. Comments/observations are presented in three sections, focusing on: (1) differences between what students expect to do and learn in school science programs and what actually occurs; (2) problems students face with abstract ideas and complex experiments, and such difficulties as getting students to think or follow simple instructions, or their lack of reading/practical skills; and (3) motivational factors, the most important relating to differences in expectotions between teachers and learners. Major points are summarized in a concluding section, followed by extracts from interviews related to student expectations, capacity, and success. (JN)

ED 235 029 SE 043 283

Moyle, Ray
Weather. Learning in Science Project. Working Paper No. 21.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; *Weather
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on primary, intermediate, and secondary students' (N=41) ideas about selected aspects of weather. Data were obtained by the "interview-about-instances" procedure in which students were shown diagrams on cards which represent different instances (such as rain) and non-instances (such as moon) of weather phenomena. Selections from interview transcripts are presented, discussed, and analyzed under the following headings: (1) What is weather? (2) What are clouds? (3) What is rain? (4) What makes it rain? (5) What is wind? (6) What starts a wind blowing? (7) What is the difference between fast and slow winds? (8) the moon's part in weather; (9) the sun's part in weather; and (10) Are stars part of our weather? Additional views are presented and discussed as they relate to: self-centered and human viewpoints; animistic viewpoints; non-scientific cause and effect relationships; and weather maps. Several questions for teachers and curriculum developers on childrens' understanding of weather phenomena are outlined. (Supplemental information, including scientific weather facts, is provided in appendices). (JN)

ED 235 071 SO 014 846

What Truth in Lending Means to You.

Board of Governors of the Federal Reserve System, Washington, D.C.

PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Advertising; Compliance (Legal); *Consumer Economics; Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; Federal Legislation; High Schools; Laws; Legal Problems; Legal Responsibility; Loan Repayment
IDENTIFIERS- Annual Percentage Rate; Credit Card Fraud; Legal Information; PF Project; *Truth in Lending

Designed for the general public and possibly suitable also for high school economics students, this pamphlet discusses the provisions of the Truth in Lending Law. The act requires that creditors state credit charges in a uniform way. The pamphlet provides a brief description of finance charges and annual percentage rates. It also focuses on specific requirements of the Truth in Lending Law that: (1) protect customers against unauthorized use of credit cards; (2) prohibit card issuers from sending customers credit cards unless requested or applied for; (3) regulate the advertising of credit terms; (4) give the customer a three-day wait to consider and cancel a credit transaction in which a customer's home is used as security; and (5) provide criminal penalties for willful violators. The final section presents a list of names and locations of federal enforcement agencies which deal with questions concerning particular creditors. (LH)

ED 235 085 SO 015 004

Holcomb, H. Briavel; Beauregard, Robert A.
Revitalizing Cities. Resource Publications in Geography.
Association of American Geographers, Washington, D.C.
REPORT NO.- ISBN-0-89291-148-4
PUB DATE- 81
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Geography Instruction; Grants; Higher Education; *Human Geography; Instructional Materials; Justice; Public Opinion; Resource Materials; Slums; Urban Areas; *Urban Planning; Urban Problems; *Urban Renewal; Urban Studies
IDENTIFIERS- *Revitalization

A geographic perspective of urban revitalization is provided in this publication, which is intended for geography professors, students, and researchers. There are seven chapters. Chapter 1 discusses the geographical aspects of urban revitalization. Urban decline and redevelopment is the focus of the second chapter. Discussed are parks, civic centers, and beautification; slum clearance, jobs, and public housing; central city decline; subsidized redevelopment from 1949 to 1970; interregional shifts and fiscal crisis; and community and urban development. The extent and causes of revitalization are dealt with in the third chapter. Chapters 4 and 5 deal with commercial redevelopment and residential revitalization, respectively. The importance of image and sentiment in the revitalization of urban areas is the topic of chapter 6. The concluding chapter examines social justice and the revitalization process. A bibliography is provided. (RM)

ED 235 182 TM 830 468

Gray, Peter J.; And Others
A Guidebook for Conducting Field Trials of New Methods. Paper and Report Series No. 77.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Check Lists; *Evaluation Methods; Feasibility Studies; *Field Studies; Field Tests; Formative Evaluation; Summative Evaluation

This guide provides evaluators interested in new methods with a framework for determining the feasibility, utility, and effectiveness of the methods in field settings. To accomplish this intent, the body of this guide contains discussions of five checklists. Three of the checklists are to be used before a trial to determine the feasibility of one or more methods, and during and after a trial to determine the method's utility and effectiveness. An additional checklist lists factors related to ideal field trial conditions; deviations from these ideal conditions suggest the limitations that may be imposed on a method in a particular field trial. A final checklist contains an outline for recording the conditions and results of a field test. A brief summary of 27 method trials and an updated catalog of 38 new evaluation methods are appended. (BW)

ED 235 199 TM 830 601

Hathaway, Walter E.
Research and Evaluation Challenges to Myths of Education.
PUB DATE- 30 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Quality; Educational Research; *Public Opinion; *Public Schools; *School Effectiveness; School Support; *Student Evaluation; *Teacher Effectiveness
IDENTIFIERS- Portland School District OR

Three myths eroding the foundations of public confidence and support for the public school system upon which the climate and performance of the schools depend are discussed: (1) the students are no good--they aren't learning as much as they used to; (2) the schools are no good--they don't help students learn anything anymore; and (3) the teachers are no good--they don't teach students anything anymore. The first two myths of the failure of students to learn and of schools to teach are based primarily upon declining test scores. The correct inference from the observed declines in these scores is that society is sending students less prepared to learn. Regarding the third myth of disaffected, incompetent teachers, a nationwide survey by the American School Boards Association found that as many as 10,000 teachers were dismissed during 1 year in the late seventies because they did not meet district standards. However, this number represents no more than one-half of 1 percent of the nation's 2.2 million teachers who teach 44 million elementary and secondary public school students. The teaching profession consists of an overwhelming preponderance of capable and even outstanding teachers. Included is a study of the attitudes, goals, and perceived competence of Portland Public School teachers and a list of 12 factors of effective schooling. (PN)

Symposium on Policy and Program Issues Related to Child and Family Services to Black Americans. Volume I. Final Report.
Nellum (A.L.) and Associates, Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jul 80
CONTRACT- HEW-100-79-0165
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Blacks; Child Rearing; *Children; Child Welfare; *Evaluation Criteria; *Family (Sociological Unit); Federal Programs; Government Role; Health; Needs Assessment; *Policy Formation; Program Evaluation; Program Implementation; Public Policy; State Programs; *Welfare Services

This report describes the purpose, process, and outcomes of the Symposium on "Policy and Program Issues Related to Child and Family Services to Black Americans," sponsored by the Division of Black American Affairs of the Department of Health and Human Services (DHHS). In stage one of the symposium task group activities, the participants, who came from both within and outside of government, discussed key program and policy issues in selected areas (child health, child welfare, and child care) that are of primary concern to black families. In stage two, participants developed 26 program-general and 6 program-specific criteria that can be used by HHS policymakers and program managers as an assessment tool in future policy development and policy implementation and in program monitoring and enforcement activities. In stage three, participants developed recommendations and strategies for effectively incorporating these criteria into the health and human services system. Specific implementation recommendations included the creation of a work group, briefings for policymakers, promulgation of the criteria, State level use of the criteria, the development of a systematic utilization process, and monitoring of implementation. Recommendations are also made for research and other activities. Appendices contain a list of participants, the symposium agenda and speeches, and issue/criteria analysis charts. (CMG)

ED 235 099 SO 015 029

Schenk, Robert E.
Two Simple Macroeconomic Simulations and the Great Depression. Instructor's Notes and A Student Guide and Basic Program.
Saint Joseph's Coll., Rensselaer, Ind.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 80
GRANT- SER78-00065
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Economics Education; Higher Education; Instructional Materials; Introductory Courses; *Models; *Simulation
IDENTIFIERS- *Depression (Economic 1929); Keynesian Economics; *Macroeconomics

Intended for use with college students in introductory macroeconomics or American economic history courses, these two computer simulations of two basic macroeconomic models--a simple Keynesian-type model and a quantity-theory-of-money model--present largely incompatible explanations of the Great Depression. Written in Basic, the simulations are intended to help students learn the mechanics of basic macroeconomic models and to help them see that disagreement is common among economists because, often, it is hard to decide which theory best explains the facts. To successfully complete the assignments, a student must understand such concepts as the multiplier principle and the velocity of money well enough to apply them. The teacher's guide includes a discussion of the models, describes how to use the simulations, and contains discussion questions and the programs themselves. The student guide contains background information, student instructions, review questions, self tests, suggestions for further reading, and two introductory programs that allow students to test themselves to see if they are ready to proceed to the simulations. (Author/RM)

ED 235 148 SP 023 064

Conteh, Dorothy B.; Flippo, Rona F.
Study Guide for TCT in Home Economics.
Georgia State Dept. of Education, Atlanta.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Home Economics Education; Home Economics Skills; *Home Economics Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed as an aid to individuals taking the Georgia Teacher Certification Test (TCT) in home economics. Statements of course objectives highlight areas in which the student should be knowledgeable: (1) individual development and social and family relationships; (2) clothing, textiles, and care of fabrics; (3) nutrition; (4) housing; and (5) consumer education. Bibliographies of suggested readings on each of these topics are included. (JD)

ED 235 167 SP 023 086

Aiello, Barbara
The Child With Cerebral Palsy in the Regular Class.
American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 81
GRANT- G007901295
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); *Cerebral Palsy; Class Organization; Classroom Communication; Communication Aids (for Disabled); Elementary Education; Instructional Materials; *Mainstreaming; Peer Acceptance; Physical Mobility; *Student Characteristics; Teacher Role; *Teaching Methods; Wheelchairs

This handbook was developed to help the teacher deal successfully with physical problems involved in having a child with cerebral palsy mainstreamed into the regular classroom. Characteristics of cerebral palsy are described, and it is pointed out that most children with this affliction have average or above average intelligence. Classroom activities are described which will prepare nonhandicapped children mentally and emotionally for the arrival of their handicapped classmate, and which will demonstrate to them ways in which they can be helpful. Suggestions are made on obtaining resources from associations which offer services to the physically disabled. Possible modifications in classroom arrangement are discussed as well as ways in which instructional materials may be adapted for easier manipulation. A detailed description is presented of the functions and potentials of wheelchairs. A bibliography of books for children, parents, and teachers is included as is a list of organizations which provide additional resources for the physically handicapped. (JD)

ED 235 233 TM 830 659

Holmes, Susan E.
CSAR: An Interactive Item Bank System for the Storage and Retrieval of Item Information.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Achievement Tests; *Computer Assisted Testing; Information Retrieval; Information Storage; Item Analysis; *Item Banks; Latent Trait Theory; *Online Systems; Test Construction; Test Items
IDENTIFIERS- *CSAR Interactive Item Bank System

CSAR (Characteristic Storage And Retrieval) is the name of an interactive item bank system for the storage, retrieval, manipulation, and summarization of information about multiple choice test items. The purpose of the system is to facilitate the test construction process. The system has two main components: one or more item banks and an interactive item selection program. Nonstatistical, traditional item analysis, and item response theory item information is stored in each bank. This information is then accessed interactively by test editors using a wide variety of different item selection criteria. The paper describes the CSAR system briefly and discusses the design decisions around which it was developed. Recommendations are offered to others who might be considering a similar venture. (Author)

ED 235 249 UD 022 905

Jarvis, Josephine M.
Fair for All: Schools Celebrate Equity.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-691
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Awareness; Class Activities; Dance; Elementary Secondary Education; *Equal Education; *Exhibits; *Females; Films; Guidelines; Handicrafts; Interpersonal Relationship; Leadership; Parent Participation; Program Descriptions; Program Development; Resource Materials; *School Activities; *Sex Fairness; Vocational Education
IDENTIFIERS- PF Project; Project Inter Action

Eleven educational equity events and programs undertaken by Quincy (Massachusetts) public schools involved in Project Inter-Action are described in this booklet. Guidelines for planning such events are included. The booklet may be used to design equity events, to provide ideas for making curriculum more equitable, or to stimulate action. The subjects of the events are: (1) equity immersion; (2) women in the community; (3) a film festival; (4) an evening for parents; (5) career awareness; (6) quilting; (7) vocational-technical outreach; (8) cooperation; (9) leadership; (10) a vocational-technical openhouse; and (11) dancing. Each program, described so that it may be replicated, includes title, purpose, grade level, time required, action-team goals, brief description, preparation activities, school and classroom activities, and resources. (DC)

ED 235 056 SO 014 828

Quebec. Reference Series No. 30.
Department of External Affairs, Ottawa (Ontario).

PUB DATE- 82
AVAILABLE FROM- Any Canadian Embassy/Consulate; or Domestic Information Program Division, Dept. of External Affairs, Ottawa K1A 0G2, Ontario, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Production; American Indians; Area Studies; Climate; *Cultural Background; Demography; *Economic Development; Elementary Secondary Education; Foreign Countries; Geographic Location; *Geographic Regions; *Government (Administrative Body); Industry; Land Settlement; *Natural Resources; North American History; Recreational Facilities; Transportation
IDENTIFIERS- Canadian Studies; French Canadians; PF Project; *Political History; *Quebec

This booklet, one of a series featuring the Canadian provinces, presents a brief overview of Quebec and is suitable for teacher reference or student reading. Separate sections discuss geography, climate, population, history, political history, recent politics, agriculture, forestry, mining, manufacturing and industry, hydroelectric power, transportation, arts and culture, and sports and tourism. Specific topics include a description of the province's three major geographic regions, climate, and native peoples. Also discussed are the early habitation of the Montagnais and Algonquin Indians, and later colonization conflicts of the French colonists. A discussion of Quebec's political development from the 1930's to the 1980's includes a description of Quebec's "renewed" political policies. The importance of the country's agriculture and dairy production, paper and timber industry, asbestos mining and mineral refinement, manufacturing and industry, hydroelectric potential, and busy water routes is emphasized. The re-awakening of French-Canadian culture through the folk "chanson" and other arts is described. The final section focuses on Montreal's hockey and football teams, water sports, and tourism industry. In addition, a simple map showing Canada's major cities and provinces is included. (LH)

ED 235 113 SO 015 070

O'Donnell, Margaret G.
Harriet Martineau: Principal Economic Educator.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Authors; *Economics Education; Educational History; *Females
IDENTIFIERS- *Martineau (Harriet)

Although she encountered criticism of her work, Harriet Martineau was the most widely read economics educator of 19th century Great Britain. Martineau wrote for the masses; she was convinced that it was each citizen's civic duty to learn economics. She relied on the body of knowledge which existed in her day: Mill's "Elements of Political Economy," Smith's "Wealth of Nations," and Malthus' "Essay on Population." It was not her intent to add to the body of economic knowledge, but rather to translate that knowledge to the common person. Her volumes, "Illustrations of Political Economy" (1832-1834), consisted of 25 tales, one published each month. Each tale illustrated a different economic concept which Martineau considered crucial to the working person. Throughout each narrative was an explanation of an economic principle and an accompanying analysis of how contemporary misguided legislation had resulted in unnecessary events. Her contemporaries criticized her largely for her lack of originality, although she had expressly stated her purpose for writing. The criticism did not deter sales; by 1834 ten thousand copies of the monthly number of the series were being sold. Later in life, Martineau presented lectures on contemporary political and economic topics and on practical advice on running a farm. (KC)

ED 235 130 SP 023 032

A Guide for Curriculum Planning K-12. Fourth Edition.
North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Course Content; *Course Objectives; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Experimental Programs; Needs Assessment; State Standards; Teacher Certification; Teacher Education; *Teacher Qualifications; Vocational Education
IDENTIFIERS- *North Dakota

This book was developed as a practical guide for use by school personnel in the planning and development of school curriculum. The first two sections present outlines of the statutes, regulations, and policies pertaining to school curriculum and teacher preparation in North Dakota. A description of the curriculum development process includes a general curriculum planning guide and an outline of sequential planning steps for local curriculum development. Brief descriptions are also provided of developing experimental programs and noncourse activities. Specific descriptions are offered of the contents of academic subject areas taught in grades K-12, including in each case: (1) a statement of the philosophy underlying the course; (2) course objectives; (3) teacher preparation necessary for teaching the course; (4) grade level; (5) suggested course credits; (6) purpose of the course; and (7) primary emphasis of the course. Identical course outlines are provided for vocational education programs. (JD)

ED 235 217 TM 830 637

Natriello, Gary
Evaluation Processes and Student Disengagement from High School.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-80-0181
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Apathy; Behavior Problems; *Evaluation Methods; *Evaluation Needs; High Schools; High School Students; *Student Attitudes; Student Attrition; *Student Evaluation

This paper reports on a study designed to assess the impact of problems in the system for the evaluation of student performance on student disengagement from high school. The study is guided by the theory of evaluation and authority developed by Dornbusch and Scott. Surveys administered to a 5 percent sample of students (N=293) in four suburban high schools in the midwest provided data on the incidence of these problems and on three forms of student disengagement: apathy, disruptive behavior, and withdrawal from school. Analyses revealed that students who reported more frequent problems with the evaluation system for their academic work also reported higher levels of apathy, disruptive behavior, and withdrawal. Students reporting higher levels of problems in the evaluation system also reported when asked to describe the work they did for each class in concrete terms that they were putting forth less effort in class. These same students were more likely to describe themselves as putting forth more effort in class, when they were asked to subjectively assess their effort. (These students were working less and feeling it more.) The study suggests that evaluation processes can have substantial effects on the extent to which students become disengaged from high school. (Author/PN)

ED 235 281 UD 023 131

Physical Education Curriculum Guide. Pre-Kindergarten, Kindergarten, First Grade, 1977-78.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Athletic Equipment; Behavioral Objectives; Curriculum Guides; Early Childhood Education; Grade 1; *Gymnastics; Kindergarten; *Movement Education; *Perceptual Motor Learning; *Physical Activities; *Physical Education; Preschool Education; *Swimming
IDENTIFIERS- Duval County School Board FL

Developed for pre-kindergarten, kindergarten, and first grade in Duval County, Jacksonville, Florida, this curriculum guide is for physical education. A description of the suggested yearly program is followed by a list of essential skills to be developed during the year. The greater part of the guide is devoted to sections on (1) movement education; (2) perceptual-motor development; (3) gymnastics, stunts, and tumbling; (4) relays; (5) swimming and water safety; (6) classroom and/or inclement weather activities; (7) rhythms; and (8) additional activities. In each of these sections, concepts, subconcepts, objectives, and suggested activities are listed. The perceptual-motor development section includes instructions for screening for perceptual-motor problems. The guide ends with instructions for making some kinds of equipment, a list of 31 appropriate films for classroom use, and 45 reference books for the teacher. (CMG)

ED 235 149 SP 023 065

Kirby, John; Flippo, Rona F.
Study Guide for TCT in Industrial Arts.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Objectives; Higher Education; *Industrial Arts; *Industrial Arts Teachers; Preservice Teacher Education; *Program Content; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study guide is designed to aid individuals preparing to take the Georgia Teacher Certification Test (TCT) in industrial arts. The test covers seven subareas: (1) drafting; (2) electrical energy; (3) graphics (4) metal fabrication; (5) power and power machines; (6) woodworking; and (7) general building construction and manufacturing. The guide contains a listing of content objectives for each subarea with specific readings from current publications. (JD)

ED 235 183 TM 830 486

Gray, Peter J.; And Others

A Study in Contrasts: Effects of the Education Consolidation and Improvement Act of 1981 on SEA and LEA Evaluation. Paper and Report Series No. 79.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Budgets; *Educational Legislation; *Evaluation; Evaluators; Federal Aid; *Federal Legislation; Research and Instruction Units; Retrenchment; *School Districts; *State Departments of Education; Technical Assistance
IDENTIFIERS- *Education Consolidation and Improvement Act 1981

The intent of the investigation reported here was to study the impact of the Education Consolidation and Improvement Act (ECIA) on educational evaluation at the state and local level. The study had three major purposes: (1) to investigate the state education agency (SEA) and local education agency (LEA) responses to changing evaluation requirements under Chapter 1 and Chapter 2 of ECIA, (2) to discover new evaluation-related methodological problems, and (3) to identify changing evaluation training and technical assistance needs. Through a 10-month, longitudinal interview study of evaluators in five western state departments and five large school districts, some preliminary results emerged. Reductions in money and staff have indeed brought about consolidation, but improvement is still an open question. Budget reductions are affecting educational programs more than the new Chapter 1 and Chapter 2 legislation. Much of the Chapter 2 money is being spent on materials and equipment, especially microcomputers. Evaluation units seem to be shifting away from monitoring and evaluation and focusing more on technical assistance and leadership. These and other findings are discussed in this report. (BW)

ED 235 200 TM 830 605

Phillips, Art
Test Taking Skills: Incorporating Them into the Curriculum.
Jackson County Education Service District, Medford, Oreg.
PUB DATE- May 83
AVAILABLE FROM- SORD, Jackson ESD, 101 N. Grape St., Medford, OR 97501 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Enrichment; *Curriculum Guides; Guessing (Tests); High Schools; Response Style (Tests); *Skill Analysis; Standardized Tests; *Test Coaching; *Test Validity; *Test Wiseness

Because test scores reflect not only a student's knowledge in a given area, but also his or her familiarity with cues present in the test, and because tests are so prevalent and important in schools, there is a great need to teach test wiseness skills. It is ethical to do so if no material from the final test is included. Certain principles and strategies of test taking which can be taught include time management, error-avoidance, guessing strategies, and deductive reasoning skills. Test wise people will look for flaws in test construction to improve their scores. Determining the relationship between subject matter and the difficulty of neighboring items can also be taught. The strategies can be applied to multiple-choice and true-false tests as well as essay tests. Test makers are aware that test taking skills are being taught and can manipulate and lure the individual taking the test to select an incorrect answer. There is no substitute, therefore, for direct knowledge. (HFG)

Acharya, Lalit
Practitioner Representations of Environmental Uncertainty: An Application of Discriminant Analysis.
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Behavior Management in Physical Education: A Handbook for Teachers.
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Adams, Yvonne H.
Elementary Science 1-6.
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Adolf, Jane W.
An Examination of Stallings' "Implementation and Child Effects of Teaching Practices in Follow Through Classrooms."
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The Post-Revolutionary Portuguese Press: New Faces, Old Problems.
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Order and Skepticism: Human Geography and the Dialectic of Science. Resource Publications in Geography.
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A Guide for Working with Handicapped Students in Occupational Exploration.
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Writing Across the Curriculum: An Annotated Bibliography.
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Study Guide for TCT in Home Economics.
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An Investigation of the Feasibility of Using Item Response Theory in the Pre-Equating of Aptitude Tests.
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Coolahan, John, Ed.
Irish Educational Studies, Vol. 2. Proceedings of the Annual Education Conference of the Association (7th, Belfast, Northern Ireland, April 1982).
ED 235 105

Cooleen, Peter
Relationship of Child Abuse to the Workplace: Employer-Based Strategies for Prevention. Prevention Focus Working Paper No. 4.
ED 234 890

Copes, Ernestine M., Ed.
Shaping Our Destiny: Techniques for Moving Up in Higher Education. Workshop Proceedings (Athens, Georgia, October 20, 1981).
ED 234 714

Gordon, Marjorie R.
Florida Marine Education Resources Bibliography. Report Number 51. Florida Sea Grant College.
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The Effects of Small Group Counseling Using Structured Activities on the Self-Concept of Disadvantaged Post-Secondary Students.
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With Babies and Banners: Illustrated Historical Booklet.
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Gray, Peter J.
A Guidebook for Conducting Field Trials of New Methods. Paper and Report Series No. 77.
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A Study in Contrasts: Effects of the Education Consolidation and Improvement Act of 1981 on SEA and LEA Evaluation. Paper and Report Series No. 79.
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Florida History Curriculum Guide: Social Studies, Grade Four.
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Teachers Guide to Law-Related Curriculum in the Fourth Grade.
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